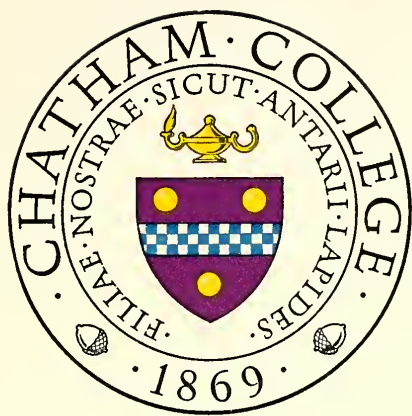


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CHATHAM COLLEGE:



The First Ninety Years

By LABERTA DYSART

Emeritus Professor of History

CHATHAM COLLEGE • 1959

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CHATHAM COLLEGE

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Foreword

The history of a college, like the history of any organism, is a study of development from conception at least until a point of reasonable stability and maturity. Colleges have historical advantage due to a process of almost endless unfolding, but they create a problem for the historian in deciding at just what point the story should be told. The process of collecting material must have been well under way before the sources of personal memory and anecdote become unavailable, and the story itself should be recorded at some appropriate point in institutional life. That ninety years of institutional life have passed at Chatham before Miss Dysart's volume appears indicates, on the one hand, that in earlier years the struggle for economic stability left little energy for orderly study of the college's background and, on the other hand, that the fruition of early dreams today has deep and lasting roots.

In 1869 women's education was new, at least on the collegiate level. Chatham College, originally Pennsylvania Female College and then Pennsylvania College for Women until 1955, was as far as we know the earliest extant liberal arts college for women beyond the Alleghenies established originally as a college rather than as a seminary; in fact in this category only three women's colleges in the East are older and they, only by a matter of fourteen, eight, or one year. Its name, like those of a number of other institutions established at the time, was selected to indicate location and a sense of regional responsibility and never involved tax support. Its present name was selected to honor William Pitt, the first Earl of Chatham, for whom Pittsburgh was originally named, a champion of the rights of man, the English-speaking world, and education for women in the eighteenth century. That this was a happy choice in avoiding ambiguity and confusion as well as providing positive values is today recognized on all sides. The name Chatham appears occasionally in the text to provide a sense of continuity but the college's earlier names are used when more appropriate to the situation.

The genesis of the present volume goes back to the time of the seventy-fifth anniversary of the college, celebrated in 1944 in the midst of the Second World War. A full history of the college was impractical at the

time, and a somewhat hastily written pamphlet took its place, only to establish further the need for a definitive study of the college's origin, struggles, contributions, and underlying spirit. Professor Laberta Dysart, a member of the history department from 1926 to 1958, was ideally suited to the task on the basis of temperament, involvement, and personal knowledge. In view of her natural modesty no assessment of her contribution to the college appears in the body of the Chatham history and hence a few comments about Miss Dysart become imperative.

Professor Dysart was educated at the University of Nebraska and at Columbia University, and at Chatham was continuously responsible for courses in ancient and medieval history until her retirement. For her, history has been one of the most luminous of the humanities. Though most exacting, her scholarship is one not only of facts but of values as well. She has made history a truly liberating and enlarging experience for generations of Chatham students.

No one who has taught at Chatham has been more devoted to the college. She has always given fully of her time and her energy and her counsel, not only in the course of duty, but frequently with generous voluntary helpfulness. Though not always robust, she has tired herself unsparingly, and this out of a faith in the tradition and meaning of the college that has been inspiring to students and colleagues alike. Her serenity, her kindness, her generosity spring from a deep inner source, and are no sentimental or professional pose. Her retirement has left all who knew her with a grateful sense of her contribution to the cause to which we are all committed. This volume, with research reaching back over many years, is her tribute to the Chatham she knew and loved.

Miss Dysart would not wish this volume to come from the press without her habitual recognition of the contribution of others who from personal memory, family records, and treasured documents have filled out many otherwise sparse sections. Her ultimate thanks will be to the reader who through these pages may come to know Chatham better through greater understanding of its wellsprings. Our thanks, in turn, go to Miss Dysart for providing such a rich opportunity.

PAUL R. ANDERSON

President, Chatham College

September 1959

Acknowledgements

The substance of this history has been drawn largely from the testimony of men and women who have constituted the college community from early times to the present.

Fortunately there have always been persons at the college who have preserved records and collected all sorts of items which have been of inestimable value in constructing this history. The college files contain minutes of the Board of Trustees, complete from the handwritten record of the first meeting held to consider founding a college for "young ladies" to the electrotyped account of the most recent meeting; minutes of the faculty, in broken files from 1900 to 1922 but complete thereafter; a complete set of the *Alumnae Recorder*, published annually or semi-annually since 1883, except during World War II when the *News Letter* was substituted; of the student publications almost a complete set of the *Sorosis* 1895-1921, a complete set of the *Arrow* 1921 to the present time, a complete set of the yearbooks—the *Pennsylvanian* 1915-56 and the *Cornerstone* since 1956, and a complete set of the *Minor Bird* published at irregular intervals since 1929. In addition the files include the Alumnae Historical Collection of photographs, jewelry, mementoes, and scrapbooks containing clippings and programs. To all the people who have had a part in preserving and collecting these sources I am most grateful.

I wish to acknowledge the kindnesses of Dr. Arthur L. Davis, college librarian, and his assistants who at all times have been ever so obliging in their services. Likewise I am grateful to members of the staff of Carnegie Library of Pittsburgh for innumerable favors rendered, more particularly to Miss Martha Barnes of the reference department and to Miss Rose Demerest and Miss Dorothy English (PCW '32) of the Pennsylvania Room. Secondary works used are cited in the footnotes.

I wish to express heartfelt thanks to the alumnae who by the hundreds have given invaluable assistance, to all who responded to the appeal for information in the summer of 1954, who wrote recollections of persons and events of their college years, which are now filed with the Alumnae Historical Collection, and provided me with papers, letters, and scrapbooks they had saved. The executive secretaries of the Alumnae Association,

Miss Marianne McCallister, '40, and Mrs. Robert I. Swisshelm (Ruth Hunter, '29) were unfailing in their assistance. It has been my privilege to know and converse with a number of graduates of the early college, who in recounting their experiences have satisfied many a query and supplied missing links of information which helped me to find a pattern of development in the history of the first quarter century. For such courtesies I acknowledge indebtedness to Mrs. William H. Vincent* (Nettie Jamison, '75), Mrs. John Pardee (Westanna McCay, '79), Mrs. S. F. Marks (Sara Fredericks, '81), Mrs. Charles H. Spencer* (Mary Acheson, '83), Miss Rachel Aiken, '83*, Mrs. George P. Rust (Blanche Evans, '83), Miss Luella P. Meloy, '84*, Mrs. Lewis B. Stillwell (Elizabeth Thurston, '84), Mrs. John B. Clark* (Mary Mathews, '86), Mrs. William P. Barker* (Eliza Bryant, '92), Mrs. William M. Stevenson (Sarah Bryant, '94), and Mrs. Jennie DeVore Porter, '99. I wish to acknowledge also the courtesies of the Misses Clara and Maude Gittings, former students of the early preparatory school, who opened to me a room in their home filled with valuable letters, programs, and papers which had belonged to their father, Professor Joseph H. Gittings. Graduates of later years too have helped immeasurably. Mrs. George MacAllister (Martha A. Brownlee, '22) turned over to me a valuable collection of letters and papers which had been in the possession of her aunt, Miss Janet L. Brownlee. For the loan of two collections of approximately one hundred letters each, which were particularly useful in revealing student life and thought in two different periods, I am indebted to Katherine Pyle, '37, for letters which her mother, the former Mary McCluskey, when a student at the college, 1898-1900, had written to her parents; and to Mrs. Merritt Wilson (Caroline Brady, '32) for letters she had written to her father while in the college. A number of alumnae have been so good as to read critically chapters of the history dealing with their college years. Especially helpful has been the continuous interest of Mrs. Richard C. Dearborn (Eleanor Bartberger, '31) who has followed the work on this history throughout its development.

The college, through its program of work scholarships, provided me with student assistants, eleven in all in the past seven years, whom I wish to thank for cheerfully performing whatever tasks were assigned to them. I would give special thanks to three of them who rendered extraordinary services—to Alice Jeane Berry, '53, and Marie Richards, '54, who in the early stages of the work carefully examined and sifted for items of historical value several large baskets of unsorted materials and labeled and catalogued materials thus salvaged; and to Ruth McMillen, '59, who for four years was my faithful and efficient typist.

*Now deceased.

I am grateful to President Paul R. Anderson and the Board of Trustees for appointing me college historian, for granting me a year's leave of absence, 1954-55, in order to devote full time to work on the history and for giving me the benefit of an advisory committee. Members of the committee, all busy people, were most generous and kind in taking time to read and to criticize chapters of the manuscript and they were ever so helpful in their advice. The members were Harriet McCarty, '97, Mrs. Alexander Murdoch (Aimee Beringer, '98), Mrs. John M. Phillips (Harriet Duff, '03), Dean Emeritus Mary Helen Marks, Professor Emeritus of English Carl W. Doxsee, Trustees Charles F. Lewis and George D. Lockhart, and Professor J. Cutler Andrews of the history department. I owe a special debt of gratitude to President Anderson who has given valuable advice and assistance in cutting a cumbersome manuscript to reasonable proportions and to Dr. Doxsee who has helped immeasurably in condensing the manuscript and in retouching many a plodding phrase.

Though I have made every effort within my means to find the facts and have had every intention to present a fair account of the history of the college, I realize there must be errors and other faults in the text for which I alone am responsible. May future historians of the college benefit by my experience.

LABERTA DYSART

Indianola, Iowa
June 1959



Contents

<i>Foreword</i>	i
<i>Acknowledgements</i>	iii
<i>Chapter One</i>	Where the Rivers Meet	1
<i>Chapter Two</i>	When Presbyterians Act Together, 1869-1870	13
<i>Chapter Three</i>	Fair Prospects, 1870-1871	25
<i>Chapter Four</i>	Progress through Hard Times, 1871-1878	41
<i>Chapter Five</i>	Forward by Faith and Work, 1878-1894.....	63
<i>Chapter Six</i>	The Advent of a New Era	83
<i>Chapter Seven</i>	"Fervent in Spirit"	95
<i>Chapter Eight</i>	A New Lease on Life, 1906-1915.....	123
<i>Chapter Nine</i>	"Victory through Conflict," 1915-1922	147
<i>Chapter Ten</i>	A Forward Movement, 1922-1935	167
<i>Chapter Eleven</i>	"We Pledge Our Faith in You," 1935-1945....	189
<i>Chapter Twelve</i>	"Seeking for All That's True," 1945-1959.....	209
 <i>Appendices</i>		
I	Notes	239
II	Members of the Board of Trustees.....	257
III	Members of the Faculty and Major Administrative Officers	259
IV	Alma Mater I	268
V	Alma Mater II.....	269
 <i>Index</i>	 271

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CHATHAM COLLEGE:

The First Ninety Years

CHAPTER ONE

Where the Rivers Meet

I shall straight conduct ye to a hill side, where I will point ye out the right path of a virtuous and noble education; laborious indeed at the first ascent, but else so smooth, so green, so full of goodly prospect and melodius sounds on every side, that the harp of Orpheus was not more charming.

JOHN MILTON, *Tractate on Education*, 1644¹

In a setting as ideal for the pursuit of education as that of Milton's imaginary college, Chatham College occupies a position on a hill of natural beauty. It is a place of meandering contours, decked with tall trees and clumps of low shrubs, and with vistas open to distant sights, a place of inspiration to those who have become a part of it. It is a place not far removed from the center of a great city, where it is possible to feel the pulse of thronging humanity and to share in its achievements. Generations of young women, in making the climb to their college, from the north, the east, or the west, have felt "the ascent laborious," but, upon reaching their destination, have discovered the place "full of goodly prospect," and their life there has been one which in later years they delight in recalling.

The Pittsburgh Area

The college was chartered "Pennsylvania Female College" in 1869 in Pittsburgh, a city expanding over hills and valleys along three rivers. So closely is the growth of the college tied in with its cultural environment that, to understand it, one must have a general view of the region in which it had its origin.

The Pittsburgh area is backed some fifty miles to the east by the Allegheny Mountains and is open on the west to the wide plains of Ohio. The main outlines of the region are defined by the rivers, winding their courses through the valleys, the Monongahela flowing generally from the south, the Allegheny from the north and the northeast, and the two converging to

CHATHAM COLLEGE: *The First Ninety Years*

a point where they form the Ohio River. Into the waters of the Ohio they continue their course westward and southward, beyond the area of Pittsburgh, across the eastern half of the central plains, and down the Mississippi. This favorable location on the rivers, combined with natural resources and historic circumstances, has given direction to the economic and cultural growth of the city down to the present time.

For two centuries the place where the rivers meet, known as "the Point," has been a primary factor in the development of the surrounding region. It was for the possession of the Point that French and English colonials entered into their final struggle on this continent. In that war the wise policy of William Pitt, later titled the Earl of Chatham, turned the tide of fortune which determined that English rather than French institutions would prevail in the territory east of the Mississippi River. In recognition of William Pitt's significance in the history of the region, the city which began here was named Pittsburgh, and more recently the college has been named Chatham.

In the half century following the war, as the people of the East were attracted to the newly acquired lands, the Point was recognized as the gateway to the western country. Whether trekking over the Alleghenies by foot, on packhorses, or in Conestoga wagons, or whether moving by small craft down the Allegheny or the Monongahela River, the immigrants stopped at Pittsburgh. Here they acquired the necessary equipment for building their homes in the wilderness, and then usually they transferred themselves and their goods to great flat-boats, upon which they floated down the Ohio into the broad acres awaiting their settlement and the fresh opportunities challenging their abilities. As the settlers of the new country established communications with older settlements, Pittsburgh was at the crossroads of traffic, one line passing east and west and the other extending north and south from the Great Lakes to Virginia. The meeting of the people coming from different parts of the country stimulated manufacture and trade. For the making of glass and for the smelting of iron ore, which was available from the region of the Great Lakes, the hills of Western Pennsylvania provided the necessary sand and coal.

Before the close of the eighteenth century a glass factory and iron works were started to produce articles for sale to the western settlers, thus marking the beginning of Pittsburgh's industrial development. Demand on the part of the national government for ordnance to supply the military forces of three wars within the span of a half century contributed tremendously to this development. As early as 1840 Pittsburgh was known as the "Iron City." With the discovery of petroleum in the district in the 1840's an-

Where the Rivers Meet

other major industry was started. By 1870 the seven leading products of the area were listed as iron, petroleum, glass, steel, ale and beer, white lead, coal and coke.² The place had become one of the nation's industrial centers.

People had been coming to Pittsburgh in increasingly large numbers to take advantage of the expanding industry. The aggregate population of Allegheny County exceeded a quarter million persons in 1870, almost double that of 1850.³ They were predominantly of Scotch-Irish descent, with straight Irish and straight Scots intermingled. And there were considerable numbers who in origin were English and Welsh, French, German, and Swiss.⁴ By this time the city of Pittsburgh, lying between the Allegheny and the Monongahela rivers, had extended its limits eastward nearly five miles to include the communities of Oakland, Shadyside, East Liberty, and Peebles Township in which Squirrel Hill was located.⁵ North of the Allegheny River was Allegheny City, sometimes referred to as "Alleghenytown opposite Pittsburgh." Wilkesburg was the largest of the independent boroughs to the east; the communities south and west of the Monongahela were not yet included in the city limits.

The people of Pittsburgh did not live by industry alone, even though industry did provide the chief means for supplying their necessary physical wants and did contribute significantly to the cultural advancement of their community. As soon as they had established their homes, they started to organize religious groups and to build churches. Although denominational lines did not accord strictly with national origins, for the most part it was the Scotch-Irish and the Scots who brought Presbyterianism into Western Pennsylvania. Of the 281 organized religious groups in the county in 1870 there were: 110 Presbyterian, 75 Methodist, 34 Roman Catholic, 16 Baptist, 16 Lutheran, and 15 Episcopalian.⁶ There was one organized Jewish congregation in the city proper.⁷ These religious groups were the chief civilizing forces in the early life of the community.

Presbyterians Found Schools

The founding of Pennsylvania Female College in 1869 owes much to two significant influences: one, the strength of Presbyterianism in southwestern Pennsylvania; and two, the nineteenth century interest in higher education for women, an interest not confined to Pittsburgh alone but somewhat prevalent throughout the country. The Presbyterians took the lead in establishing schools in the area. Their pioneer preachers, the majority of whom had been educated at the College of New Jersey, now Princeton University, evidently considered the dissemination of learning

CHATHAM COLLEGE: *The First Ninety Years*

to be a pastor's responsibility. To them it seemed that the Presbyterian discipline, with its emphasis upon the understanding of God's truth as revealed in Holy Scripture, required not only an open Bible in every home but also agencies nearby for educating the people to read and to understand the Bible. They were concerned with both the growth of the church and the improvement of society as a whole. It was the usual custom for a Presbyterian pastor to hold a grammar school in his home. Before the close of the eighteenth century the Presbyterians had started a number of academies in Western Pennsylvania, in which Latin and Greek as well as mathematics and literature were taught.⁸

In higher education first comes the Pittsburgh Academy, chartered in 1787, a private school of higher learning under the management of a self-perpetuating board of trustees, and at times receiving state aid. It is thought to be the earliest such institution established west of the Alleghenies and north of the Ohio River.⁹ Though not established under Presbyterian auspices, it so happened that the academy was largely sustained by men who were Presbyterian. The academy gave place to the Western University of Pennsylvania, which was chartered in 1819,¹⁰ and since 1908 has been called the University of Pittsburgh.¹¹ Originally an institution designed for men, the university became co-educational in the late nineteenth century.¹²

From the academies of Canonsburg and Washington, both Presbyterian in foundation and only nine miles apart, evolved Jefferson College and Washington College, receiving their respective charters in 1802 and 1806.¹³ In 1865 the two schools were consolidated into Washington and Jefferson College, which from 1869 on has been located in Washington. These colleges, both separate and combined, furnished many of the ministers and the college presidents of Western Pennsylvania as well as those of more distant regions during the nineteenth and early twentieth centuries.

The increase of population in the western regions presented a fresh field in which "to spread the Word." In 1825 the General Assembly of the Presbyterian Church in the United States, "looking to the future need of the country, especially in the great valley of the Mississippi," determined to establish a Western Theological Seminary. The committee appointed to investigate possible sites for the location of the proposed seminary was selected from the states of Pennsylvania, Ohio, Kentucky, and Tennessee. It is of interest to note that General Andrew Jackson was the member chosen from Tennessee.¹⁴ Each member of the committee strongly favored a location in his own region. The Pennsylvanians were all for locating the new seminary in "Alleghenytown opposite Pittsburgh." When the general assembly met to decide the matter, it is reported that:

Where the Rivers Meet

the advocates of Allegheny did full justice to the resources of this matchless valley, to the prospective importance of a city which must ever be the key to the great western valley, and to the thorough and compact Presbyterianism having its center here. They were especially rapturous in describing the three picturesque valleys, watered by as many noble rivers, upon which the Seminary would look down from the proud elevation of more than one hundred feet above the point of confluence.¹⁵

The Western Theological Seminary was established in Allegheny City in 1827. Not long thereafter the United Presbyterian Church and the Reformed Presbyterian Church each founded a seminary in Allegheny City.¹⁶ Thus the several branches of the Presbyterian church were operating on a firm educational basis in the Pittsburgh area of 1869. The time was ripe for the founding of another educational institution; but why an institution especially designed for women?

Interest in Higher Education for Women

The notion of founding a college for women in Pittsburgh in 1869 did not spring full grown from the brain of the Reverend William Trimble Beatty, the young pastor of Shadyside Presbyterian Church, who called the meeting at which the project to found a college was launched. Rather, the idea had been generated by a community spirit, an enthusiasm for education, and especially higher education for women. As such it belonged to a larger movement of the times, a movement the genesis of which reached back into the past more than a half century, a movement concerned with women, their capacities, and their responsibilities in society.

The movement was not clearly defined, nor was public sentiment favoring it unanimous. It was not a struggle of one sex against the other, for both men and women were aligned on each side of every point of controversy. It was in 1869 that John Stuart Mill published his *Subjection of Women*. The treatise was read and discussed as widely in this country as in England. Mill reiterated a protest he had voiced earlier against the legal and social subordination of one sex to the other, a relationship accepted and defended by many of his contemporaries. Mill advocated extending the suffrage to women. In this country at the Women's Rights Convention in Seneca Falls in 1848 a resolution demanding the right of the ballot had failed. But in 1869 the National Association of Woman Suffrage came into existence. That same year a Brooklyn physician, L. P. Brockett, published a book entitled, *Women: Her Rights, Wrongs, Privileges, and Responsibilities*.¹⁷ Dr. Brockett wrote convincingly against extending suffrage to women, and just as forcibly advocated the improvement of their education in order that they might fill responsible

CHATHAM COLLEGE: *The First Ninety Years*

positions in society. Even on the subject of higher education for women opinions differed. However, times were pointing to the wisdom of extending educational opportunities to girls, for there had been a great contrast between offerings for boys and those available to girls.

Early in this movement there had appeared two divergent lines of thought as to the role of women, who were by now freed from much of the time-consuming drudgery imposed by the domestic system of economy. Some people thought of a woman's province as being strictly in the home and conceived of her work as that of an overseer in the nursery and kitchen and as an ornament in the drawing room. For such a role, training in the social amenities, in the arts of needlework and china painting, in music, and perhaps in the use of French and German phrases was considered both proper and adequate. A number of schools carrying such programs appeared in Pittsburgh in the late eighteenth and early nineteenth centuries. For example, the *Pittsburgh Gazette* of November 10, 1786, announced the opening of a school for young ladies, where they would be taught "the following branches of needlework, namely plain work, colored work, flowering; lace both by the bobbin and by the needle; fringing, tabouring, and embroidery. Also reading, English, and knitting if required."¹⁸

Some other people conceived of a wider sphere of interest and responsibility for women. They considered a higher type of woman's education as being essential to the social welfare and civic progress of the country. It was largely from the activities of this latter group that colleges for women evolved. In the early nineteenth century in New England and New York there were a few academies offering quite superior educational opportunities to girls and also boys. Among such, the schools at Westfield, Byfield, and Saugus, Massachusetts, were outstanding. The school at Westfield had special bearing upon this history, for it was there that one of the early presidents of the college, Miss Helen Pelletreau, received some of her formal education.

In 1819, Mrs. Emma Willard, who before her marriage had taught at the Westfield Academy, prepared a *Plan for the Improvement of Female Education*, in which she expressed the conviction that education for women "should seek to bring its subjects to the perfection of their moral, intellectual, and physical nature, in order that they might be of the greatest possible use to themselves and to others." She specified as essentials: a physical plant including living accommodations for teachers and students; a library and a laboratory, each adequately equipped; a curriculum that would lead women "to understand the operations of the human mind"; and an able faculty. She advocated also state aid and a board of trustees

Where the Rivers Meet

who should be responsible for financial arrangements.¹⁹ Mrs. Willard's *Plan*, in its major aspects, came to a realization in the Troy Seminary, a model institution for leaders bent upon building the educational ladder for young women higher and higher.

Mrs. Willard lived until 1870. As one who first taught herself and then taught others that they might be better teachers, she made her plan viable. Her influence spread not only through the later activities of thousands of girls who studied at the Troy Seminary, but also through the lives of the many others whom she had helped by letters and personal contacts, for she had a host of correspondents and she traveled extensively.

Female seminaries appear on the educational map of southwestern Pennsylvania in the 1820's and '30's. Unlike the schools for men founded in this region, these seminaries were not products of the educational planning of the early Presbyterian ministers, but came into existence through lay efforts. It is claimed that the earliest school of this type west of the Alleghenies was the Edgeworth Ladies Seminary, opened in Pittsburgh in 1825 by Mrs. Mary Gould Olver, an English woman of superior culture. Mrs. Olver had named her school for Maria Edgeworth, the British novelist, who had corresponded frequently with Emma Willard, and who in her own works expressed advanced ideas on the subject of female education.²⁰ The school was moved in 1831 to Braddocksfeld, nine miles to the south of Pittsburgh, and later located a short distance down the Ohio from Pittsburgh in a borough given the same name as that of the school. Mrs. Olver advertised that in her seminary "coercive means are not applied to study; . . . and reference is made to the heart as well as the head." It was a school of high standards. The general program of study included reading, writing, grammar, geography, astronomy, natural philosophy, chemistry, and history—but also plain and ornamental needlework. In addition, instruction was offered in music, drawing, oil painting, and French. The school was attended by girls from the Pittsburgh area and also from distant places in this country and abroad.²¹

In later years those who had been the pupils of Mrs. Olver, together with their children, provided the means to have a bronze tablet placed in the Presbyterian Church of Sewickley, "sacred to the memory of Mrs. Mary Gould Olver, of Edgeworth Female Seminary." The tablet was made by Miss Agnes Way, who had been a student at the seminary and who later taught art at Pennsylvania Female College. Miss Way executed the work when she was seventy-two years old.²²

After the death of Mrs. Olver the school was carried on under the management of Mr. D. E. Nevin and after the late 1850's by the Reverend H. T. Wilson.²³ In 1868 the Edgeworth Seminary came to an end.

CHATHAM COLLEGE: *The First Ninety Years*

Another equally good seminary was established in Washington, Pennsylvania, in 1835 by a group of citizens of the town led by Dr. Francis J. LeMoyné, a physician and ardent abolitionist. The founders formed a corporation for the maintenance of the school. Their early curriculum included the studies that were considered standard at the time, "with French, Latin, drawing, piano, instrumental and vocal music, lectures on chemistry and natural philosophy, and ornamental needlework as extras."²⁴

The Washington Seminary had a strong bond with Emma Willard. The first principal of the new seminary was "only fairly successful," but, when Miss Sarah Foster took over the school, there was rapid improvement.²⁵ Sarah Foster of Hebron, New York, had attended Troy Seminary, 1833-35. Then Emma Willard sent her to Cadiz, Ohio, to establish a seminary. She was so successful in Cadiz that in 1840 she was asked to become preceptress of Washington Seminary.²⁶ It is said that at Washington "she quickly won the respect of teachers, students, and community, building up the seminary not so much in numbers as in the quality of its work and morale, and in its reputation."²⁷ Miss Foster brought with her to the seminary a number of young women from New York, including her niece, Martha Ashton,²⁸ and a young teacher of French, Paulene Gertrude de Fontevieux, whom Emma Willard had adopted while in France and educated at Troy Seminary.²⁹

In 1848 Miss Foster married the Reverend Thomas Hanna, D. D., of Cadiz, Ohio, who came to Washington as pastor of the United Presbyterian Church. Mrs. Hanna continued in charge of the seminary until 1874. She was remembered for her personal attractiveness and her remarkable executive ability. She not only managed the seminary at Washington but at the same time superintended the affairs of a seminary in Wheeling, West Virginia, and another one in Xenia, Ohio.³⁰ Mrs. Willard made frequent trips to Washington to visit her adopted daughter and her former disciple in the seminary, in both of whom she felt genuine pride. On one such trip, crossing the Alleghenies by stagecoach, she was injured when the vehicle turned over. The broken leg was distressing; the place of the mishap was most happy, for her visit was unexpectedly prolonged.³¹

The names of students who graduated from Washington Seminary appear significantly in the later history of Pennsylvania Female College. The seminary closed in the late 1940's.

There were at least a half dozen female seminaries founded in Pittsburgh before the Civil War, but none so successful as Edgeworth and Washington seminaries. The Western Female Collegiate Institution opened in Pittsburgh in 1832, bearing a name more pretentious and

Where the Rivers Meet

offering a program more ambitious than those of the seminaries. It boasted of an advanced course of study and an extraordinary teacher in Dr. William Aikin, of whom it was said, "if you want a good mathematician, one of the best botanists in America, an experimental chemist, and a very superior geologist, mineralogist, and zoologist, you have it in him;"³² But in spite of that, lacking some of the essential qualifications for collegiate ranking, the school closed in 1837.

It was Catharine Beecher who outlined the bases upon which an institution of collegiate rank could be established and maintained. She it was who built upon the ladder Emma Willard had started, and it was she, more than any other single person, who spread advanced ideas concerning education for women in the western country. Born of a family eminent as scholars, liberal thinkers, and reformers, Catharine Beecher looked upon the higher education of women as being indispensable to the intelligence and morality of citizens, and she considered an intelligent and moral citizenry to be the most basic safeguard to a democracy such as that of the United States. She first crossed the Alleghenies in 1833, at a time when her father, Lyman Beecher, was president of the Lane Theological Seminary in Cincinnati. Something of Miss Beecher's fortitude and determination is revealed in a statement written to her sister:

I had heard terrific accounts of the winter journey across the mountains, of frightful precipices where there was no way of escaping but to put the stage-horses on a full run over a glare of ice down a curving and fearful descent. There was no other way than this now open. So I made my will, had my daguerreotype taken for father, and made all possible arrangements for a roll down the Alleghenies.³³

She managed to get to a number of places in the Middle West where she found people receptive to her views. Through the years she talked over her ideas with leading citizens in Cincinnati, Indianapolis, Milwaukee; Quincy and Jacksonville, Illinois; Burlington, Davenport, and Dubuque, Iowa; as well as with educators in New England and New York. She wrote prolifically of her ideas and experiences and in all the places she visited she planted seeds for a better education for girls. By thinking through the problems involved, she was able to outline the essentials on which she believed a college for women could operate satisfactorily. A full statement of her plan for the collegiate education of women can be read in *The True Remedy for the Wrongs of Women, With the History of an Enterprise Having That for Its Object*, 1851.

The plan specified first and foremost a provision for permanency with a regular course of advanced study, a board of trustees whose duty it should be to perpetuate the institution on a given plan, permanent endow-

CHATHAM COLLEGE: *The First Ninety Years*

ment, and adequate buildings, library, and laboratory facilities. The second provision was for a corps of able teachers, insured liberal and permanent support, the means of self-improvement, and only such a teaching load as was consistent with their improvement. The teachers should be co-equal, with the president *primus inter pares*. Finally, the plan specified a normal course to give professional training for teachers, and an agency within the college to help find positions for those trained.³⁴ The later history of colleges for women, handicapped by the lack of such provisions as those outlined by Miss Beecher, bears testimony to the soundness of the thinking which had gone into her plan.

As long as she lived Catharine Beecher continued her efforts to promote public sentiment for the liberal education of members of her sex. To her this education was a means to an end. Her fervent hope was for the betterment of human living. She considered woman's distinctive profession to be three-fold: teaching, health, and domestic economy. Addressing an audience in Boston Music Hall in 1870, she came out strongly against the demands being made by the Woman's Rights Party. She did not mean that women should not ultimately have the rights advocated by the party; she was calling women to what she considered a higher duty. "I appear here this evening," she said, "to present the views of that large portion of my sex who are opposed to such a change of our laws and customs as would place the responsibility of civic government upon women."³⁵ She maintained, "There is a safer, surer, and more speedy method which will secure all the benefits aimed at, without incurring any of the dangers."³⁶

Her plan had been before the country for twenty years. Already her efforts were bearing fruit. The Milwaukee Female College was founded in 1853, and the Dubuque Seminary the following year. The Elmira Female College was chartered in 1855. Vassar College was incorporated in 1861 and opened in 1865, and Wells College was chartered in 1868. The era of the female college was at hand. The college was an outgrowth from the seminary, but it was organized on a more substantial basis and carried its program of study to a higher level.

It is plain to be seen that sentiment for higher education for women was in the air in this country in 1869. There were people in Pittsburgh who were ready to act accordingly. A noteworthy lecture touching upon the subject was delivered at the Academy³⁷ the evening of January 26, by the then famous Anna Dickinson. Miss Dickinson had gained a reputation for effective address through her activities in the cause of abolition and in support of the Union during the Civil War. On one occasion, when she had spoken at Cooper Union Institute in 1862, Henry Ward Beecher is quoted as having said, "Let no man open his lips here tonight. Music is

Where the Rivers Meet

the only fitting accompaniment to the eloquent utterances we have heard." After the close of the war she was a favorite speaker on the lyceum platform. One of the leading managers acclaimed her "Queen of the Lyceum."³⁸

Addressing her audience in Pittsburgh on the subject, "A Struggle for Life," Miss Dickinson appealed to women "to cultivate their own brains, to learn to do their work well," and she advocated that "colleges should be thrown wide open to women . . . that they might become skilled as physicians, ministers and lawyers." The editor of the *Gazette* wrote of the speaker as "a woman whose ability as a lecturer and power as a thinker render her the literary phenomenon of the age."³⁹

The address was timely. It may well have furnished the spark that lighted the flame in the minds of the founders of the college. They were Presbyterians with a tradition of educational building. As the movement to offer collegiate education to young women emerged in the country, they were sympathetic to it. In 1869 they went to work to establish a female college under Presbyterian auspices in Pittsburgh, where the rivers meet.



CHAPTER TWO

When Presbyterians Act Together

1869-70

The Reverend William Trimble Beatty is sometimes referred to as the founder of Pennsylvania Female College. Without minimizing the importance of this very able and enterprising man in initiating the movement and in leading the activities to get the institution established, it seems more nearly correct to refer to the founders rather than to a single founder of the college. There were men in the Shadyside congregation who required little persuasion to join their efforts with those of their pastor and, before a charter was obtained the group had been strengthened by the addition of clergymen and laymen of other congregations in the city who also were prominent in the preliminary activities.

The Shadyside Congregation

The Shadyside congregation was one which had originated for educational as well as religious purposes, a tradition carried over from the East Liberty congregation, from which Shadyside had emerged. Considering the relationship existing between the East Liberty and the Shadyside communities, and considering also the significance of people from both places in the history of the college, it will be well to review the work of these communities up to 1869.

In very early times what is now called East Liberty was a free public grazing ground. There was a time in the late eighteenth century when it was known as Negleytown, due to the prominence of the Negley family, which traces its descent not only from Alexander Negley, said to be the first white settler in the valley now known as East Liberty, but further back from the Swiss reformer, John Nageli, of the sixteenth century, a co-worker of Ulrich Zwingli. Concerning Alexander Negley, his descendant, the late Georgina G. Negley, a graduate of the college in the class of '83, has written, "It is not surprising that he and his family contributed their services not alone to the building up of the commercial, financial, and

CHATHAM COLLEGE: *The First Ninety Years*

industrial life of Pittsburgh, but that they made definite efforts to minister to the spiritual and educational needs of the growing community.”¹ In the homes of Alexander Negley and of his son Jacob the first religious services of the community were held. Jacob Negley and his wife, *nee* Barbara Anna Winebiddle, both extensive landowners in the valley, gave land for the building of “a comfortable schoolhouse of reasonable dimension,” *ca.* 1809, and ten years later gave jointly one and one-half acres of ground “for the use and behoof of the East Liberty Congregation for a Meeting House, and for no other purpose whatever.”² One of the first institutions established on the ground given by the Negleys was the East Liberty Academy, which until after the Civil War provided the young people of the community with a classical education. Miss Negley states that the close of this academy was soon followed by the establishment of Pennsylvania Female College.

Shadyside in 1860 was a community of about twenty families in an area extending east and west from South Negley to Neville Street and north and south from Centre to Fifth Avenue. The place was named by Mrs. David Aiken. As a young girl, she had watched the planting of the trees in her neighborhood, and she had had a hand in planting some of them. Those trees grew to be the pride of the community. When the Pennsylvania Railroad built its station in the district she suggested “Shadyside” as the name most appropriate for it.³

In 1860 Thomas Aiken and William B. Negley, heads of the two earliest families of the Shadyside community and both members of the First Presbyterian Church of East Liberty, organized a Sunday school in their community as a mission of the East Liberty church. It was a mission only in the sense that the leaders were members of that church, and undoubtedly the work was undertaken with the approval and blessing of the mother church. The Shadyside congregation was self-supporting. It is to be noted that, though men were the leaders, there were women standing beside them in this early community enterprise. Eliza J. Aiken and Joanna W. Negley assisted their husbands in organizing the Sunday school. In 1866 a movement was started to establish a church in the community. Thomas Aiken and William B. Negley, also David Aiken, son of Thomas; Joseph and George W. Dilworth, brothers; John A. Renshaw and Robert Pitcairn took the lead in canvassing the community for support of the movement. “In view of the religious and educational interests of the people of Shadyside and vicinity” money was pledged to purchase ground on which to erect a building “to be used as a house of worship according to the forms and usages of the Presbyterian Church in the United States of America.” In connection with the church, provision was made for “a

When Presbyterians Act Together

suitable room for a Sabbath School and a select day school." These men and women raised sufficient funds for the building, and within a year's time gained the necessary charter of incorporation from the Court of Common Pleas of Allegheny County and the necessary ecclesiastical organization through the Presbytery of Ohio for the establishment of the Shadyside Presbyterian Church. They erected a frame building and carried out arrangements for a select day school, in accordance with the Articles of Association. By September of 1867 the school was opened with Henry Gourley as principal and the Misses Emma Young and Mary Ward as his assistants.⁴

The congregation called the Reverend William Trimble Beatty, D.D., who had been in charge of the First Presbyterian Church of New Brunswick, New Jersey. Dr. Beatty was of Scotch-Irish descent, a native of Ohio, and a graduate of Miami University of that state. He had studied at the Danville Theological Seminary in Kentucky and Western Theological Seminary in Allegheny City. The people of Shadyside had had an opportunity to meet and hear him preach the year before they extended the call to him. In September of 1866, on his way home from a meeting of the general assembly of the church in Cincinnati, he had stopped in Pittsburgh and preached on two successive Sundays to the congregation which was holding services in the Shadyside station of the Pennsylvania Railroad Company. The following summer he was chosen unanimously.⁵

Dr. Beatty was young, thirty-three years old at the time. His pictures represent him as a distinguished looking man, with fine classical features framed by long pointed sideburns. His eyes bespoke his gentleness and his mouth the sensitivity for which he was remembered by those close to him.⁶ A contemporary wrote of him as one "whose presence, whose appearance and bearing arrested attention anywhere," and stated that "he was a king among men. . . . The greatness in stature was in perfect harmony with the great heart of the man."⁷ The Reverend Dr. Beatty was not only a man of kindness but also a man of power. He felt a divine call to preach and to teach. His later activities in behalf of Shadyside Presbyterian Church and Pennsylvania Female College were to prove him ever faithful to that call.

In the summer of 1867 the Beatty family moved from New Brunswick to Shadyside. Besides the new pastor there were his wife Sarah and four or five little children. The three oldest were girls.⁸ They had come to live and work with people who were builders in their own community and leaders in the civic advancement of Pittsburgh. In less than a decade these people had organized a Sunday school, Bible study and prayer groups, a church, and a day school. Their next aim was to establish in their community a college where their daughters might receive superior instruction.

CHATHAM COLLEGE: *The First Ninety Years*

To be sure, there was already one college for young women in Pittsburgh, a well respected and, judging by its enrollment, a thriving institution, the Pittsburgh Female College, which had been founded in 1854. But it was in downtown Pittsburgh, in surroundings not so pleasant as the wooded Shadyside with its broad streets and stately residences. Furthermore, it was under the management of the Methodist Episcopal Church. Presbyterians of the area were feeling the impulse to do something for the education of women. They were proud of their institutions to educate men, and they realized that in the field of higher education for women their record was conspicuously bare. The establishment of a first-class female college was something they hoped for in 1869, a matter "frequently discussed both in ecclesiastical courts and in private circles."⁹ It was generally admitted that there was a demand for such an institution and that the interests of Presbyterians had been suffering in that other institutions had been contributing largely to the education of their daughters. Anna Dickinson's address in January, though not slanted toward Presbyterianism, nevertheless was in line with the thought of the times.

The pastor of the new church added stimulus to the prevailing sentiment. He wrote of "some informal agitation" before he gave "private notice" to some of the men of his congregation to attend a meeting at the home of David Aiken on the evening of February 23, 1869. Besides Dr. Beatty and David Aiken, the men present at the meeting were Thomas Aiken, Joseph Dilworth, John A. Renshaw, Alfred Harrison, Alexander Chambers, William B. Negley, and W. O'H. Scully.¹⁰ They met frequently in the David Aiken home. The large drawing room accommodated them comfortably and Mrs. Aiken was a gracious hostess. These men had had considerable practice in acting together for the betterment of their community. Some of them had daughters ready to enter such a college as they had in mind, and there were younger daughters who would be prepared for future classes. Little Rachel Castleman Aiken, eight years old at the time of that February meeting, became accustomed to hearing the affairs of the college discussed as an everyday topic of conversation in her home. As a student from 1879 to 1883 and as a loyal alumna she maintained a lively interest in the college as long as she lived.¹¹

Enterprising Presbyterians

The account of the deliberations of the men attending the February meeting and the progress reports made in the months that followed give evidence of their high purpose and their diligent labor toward its accomplishment. At the first meeting they formed themselves into a committee to devise a plan, and soon they adopted a prospectus, stating their proposal

When Presbyterians Act Together

to establish a female college in Shadyside, for the purpose of accomplishing "for young ladies what colleges of the first class accomplish for young men; that is furnish them the means of a thorough, well-proportioned and liberal education adapted to their wants in life."¹² These were the very words of Matthew Vassar.¹³ Vassar College had stated a high ideal, one worthy of emulation.

It was estimated that \$100,000 would be needed to bring the plan to realization. Before seeking help from others, members of the committee took stock of what they themselves could do. They pledged themselves as a congregation and community to contribute \$20,000 toward the establishment of a "first-class female college . . . conducted in the interest of sound religion . . . not to be denominational in its teaching but, that it may be secured to the cause of truth . . . it shall be under the management of a Board of Trustees, the majority of whom are Presbyterians." This pledge seems significant when it is remembered that the Shadyside community, though growing rapidly, was still small. When the church was organized, it was composed of only twenty-nine members, and in the summer of 1869 there were fewer than ninety communicants, including husbands, wives, and children.¹⁴ Furthermore, these people were engaged in a completely new building program, a program not completed in 1869, but continuing into the years ahead. Having made their own commitments in support of the proposal for a college, the members of the committee decided to extend the appeal by publishing their plan in the *Presbyterian Banner*, the *United Presbyterian*, and the *Pittsburgh Commercial*.¹⁵

A letter to the editor, appearing in the *Pittsburgh Commercial*, under the title "Do We Need Another Female College?" opened with a warning against reliance upon material wealth and followed with a plea for higher educational opportunities for girls:

Is there not something else quite as worthy of your attention as the material prosperity of our citizens? . . . Wealth can never atone for ignorance. It is sound religious education that gives stability of character, social influence and moral power to a people. In order to do this these advantages must be enjoyed by our daughters as well as by our sons. By increasing the percentage of educated women you put into effect a refining process that will very rapidly elevate socially and intellectually the entire population.

The letter appealed also to the local pride of the western community:

One of the reasons we should encourage this enterprise is that so many of our people may not be subjected to the necessity of sending their daughters to eastern institutions. . . . Why is it none go west? . . . A college of the character suggested would exert a widespread influence and reflect upon our city. . . .

The letter was signed "Bono Publico."¹⁶

CHATHAM COLLEGE: *The First Ninety Years*

Dr. Beatty signed his own name to the notice sent to the *Presbyterian Banner*. In this paper the appeal was made to Presbyterian pride. The need of a college to educate young women under Presbyterian auspices was presented as urgent. The activities of the Shadyside group in inaugurating the movement to establish such a college and in making financial pledges were described. Then the article closed on an accent of finality:

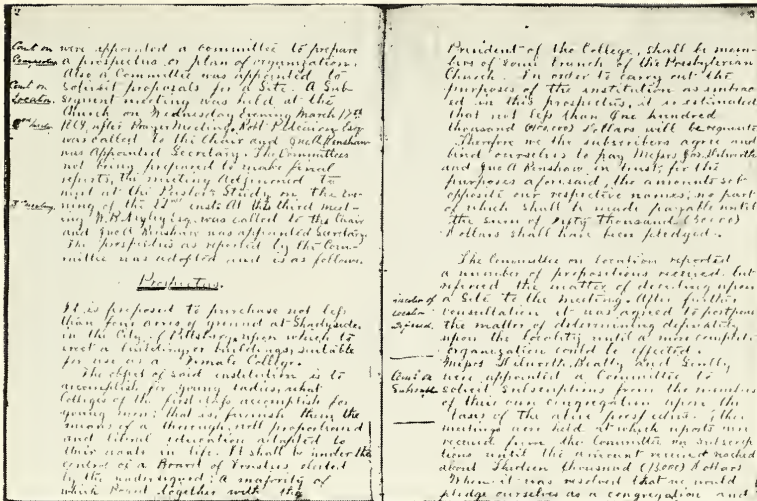
We do not propose to prosecute the matter further, unless the church shows a disposition to give it sympathy and aid. That the Lord's work would be advanced by such an instrumentality, and that the Lord's people have the means with which to establish an institution of the character suggested, certainly no one can doubt.

The editors of the *Banner* lent strong support to the appeal:

It is high time that mere talk give place to decided action. The location suggested is a most admirable one; and if a single small congregation can give twenty thousand dollars, cannot all the different branches of the Presbyterian Church in this vicinity supply the remaining eighty thousand dollars? It is useless to wait for a more favorable time; if we ever expect to do anything in this line worthy of Presbyterianism, the sooner we begin the more easily it will be accomplished.¹⁷

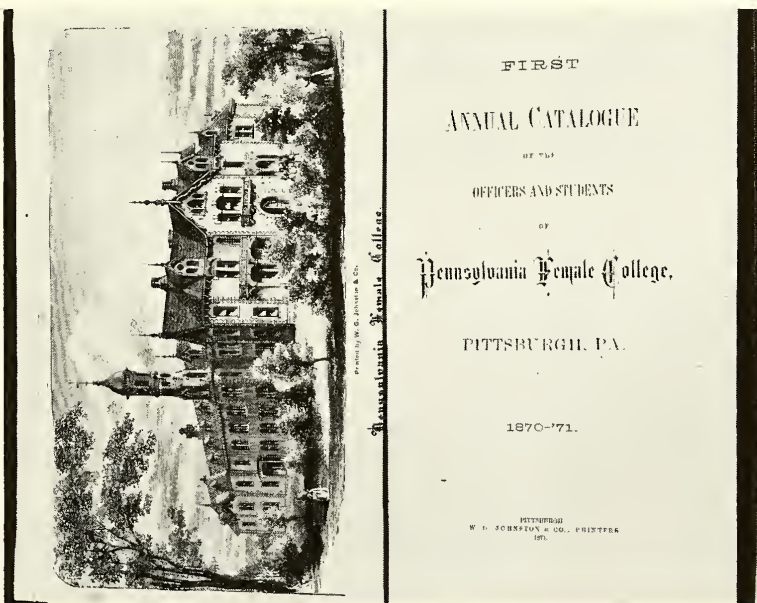
The proposal was promptly approved by the presbyteries of Ohio, Allegheny, and Monongahela, and at a public meeting of the friends of the movement, held at the Second Presbyterian Church on July 13, "the Lord's people" set to work in earnest. The committee was augmented by the addition of the Reverend S. F. Scovel of the First Presbyterian Church and the Reverend W. J. Reid of the First United Presbyterian Church and editor of the *United Presbyterian*, and also by James Laughlin, a lay member of the First Presbyterian Church, and Robert McKnight and John Stockton Slagle both of Allegheny City. The Reverend S. S. Shriver of New Jersey was given \$125 a month to serve as financial secretary.¹⁸

A board of corporators, selected from those who had been most active in the movement, drafted a petition for a charter of incorporation, which they presented to the Court of Common Pleas of Allegheny County on October 23. On December 11, 1869, the charter was granted, legalizing Pennsylvania Female College to carry on business in Allegheny County.¹⁹ The object stated was "the education of young women in the learned and foreign languages, the useful arts, sciences, and literature." Though a non-denominational college, it was to be governed by a board of thirty trustees, two-thirds of whom were to be "in full communion with some branch of the Presbyterian Church." The faculty was empowered to grant, by and with the authority of the Board of Trustees, degrees in the liberal arts and sciences.²⁰



ABOVE: An account of the first meeting of the founders of the college recording under the heading "Prospectus" their intention of establishing a female college in Shadyside for the purpose of accomplishing "for young ladies what colleges of the first class accomplish for young men; that is furnish them the means of a thorough, well-proportioned and liberal education adapted to their wants in life."

BELOW: The frontispiece and title page of the catalogue for the first academic year, 1870-71





ABOVE: *Sketch of "Dignified Seniors saving their complexions," dated April 26, 1888*

BELOW: *Berry Hall, at the time of its acquisition by the college said to be the largest private residence in Allegheny County*



When Presbyterians Act Together

To Provide the Means

Early in the year 1870 the incorporators, henceforth known as the Board of Trustees, organized to assume the responsibilities assigned to them by the charter. They worked persistently until the end of the summer to provide an adequate physical plant, to organize the desired course of study, to find a competent faculty to teach it, and at last to publish the news that the college doors would be open to receive students in September— all in the joyous expectation that their cherished design would become a living reality.

Very careful attention was given to selecting a location for the college. It had been determined, in the preceding summer, not to limit the range of choice to Shadyside, as had been planned originally. The Committee on Selection, including Mr. Laughlin, Mr. Slagle, Dr. Brown, Joseph Dilworth, and Mr. Johnston, explored numerous sites, which had been brought to their attention, in the vicinities of Shadyside, East Liberty, and Edgewood, and regularly reported their findings to the board. Mr. Pitcairn had suggested ground opposite the Shadyside railroad station, and Mr. Kelly of Wilkinsburg had offered to donate ten acres adjoining the Edgewood station. Mr. Hailman offered his mansion and six acres of ground on Shady Lane for \$75,000,²¹ and if the purchase were made, he promised to subscribe \$4,750 to the college fund. The property of George A. Berry, a mansion together with ten and one-half acres of ground on Murray Hill above Fifth Avenue, was also offered for sale. After a careful consideration of all committee reports the board deliberated on a choice between the Hailman and the Berry properties and voted in favor of the latter, on July 5,²² for the price of \$80,000.²³

The site chosen was a most fortunate one, for throughout the history of Chatham the location has been one of its proudest assets. The beauty of the place on a high-wooded hill must have been a factor in the choice. Also the trustees must have been impressed by the elegance of the three-story red brick house, built in American Gothic style, and said to be the largest private residence in Allegheny County.²⁴ It must have been apparent that a house of such proportions would be quite adaptable to the requirements of a college for both resident and commuting students. In fact it is known that the trustees had some tangible evidence of the pleasant atmosphere and courtesy that might prevail in such a house. It was written that at their meeting of June 20 "a vote of thanks was tendered to Mr. and Mrs. Berry, Mr. Joseph Dilworth, and Mrs. George Dilworth,²⁵ for the delightful entertainment furnished the Board in connection with its present excursion."²⁶

At the time the property was purchased some little dissatisfaction was

CHATHAM COLLEGE: *The First Ninety Years*

felt. The sentiment must have deepened with hearsay. In the following March a letter, evidently written in a fit of bad humor and signed "Justice," appeared in the columns of the *Presbyterian Banner*. The writer stated, "It is a notorious fact that for some reason, best known to the seller and buyers, and inferred by the public, an exorbitant price was paid for the building and grounds." In a later issue the writer disclaimed any intimation of wrong-doing on the part of those making the transaction, and added that, if his language had seemed to convey such, "it is cheerfully retracted." Then he added that he did feel that too much money had been spent for the property for school purposes in that locality and furthermore it seemed to him that his inference was corroborated by the fact that the choice had been made by the bare majority of one, as he had been informed.

As secretary of the Board of Trustees, Dr. Beatty replied by letter to the *Banner* stating the facts of the case, as recorded in the *Minute Book*. At the thirteenth and final meeting on selection of a site for the college, twenty of the thirty trustees were present. Of those present, fifteen voted for the Berry property, three for the Hailman property, and two *non liquet*. It was known that of the ten absent members five were positively in favor of the Berry property and would have so voted had they been present, and among the remaining five there was little interest in the matter. Before adjourning the thirteenth meeting, "upon the motion of Mr. McKnight, seconded by Judge Sterrett, both of whom had voted with the minority, the vote was made unanimous."

Dr. Beatty closed his communication with the statement that

Had our friend intimated to the proper officer of the Board his desire for information, access would have been given him cheerfully to all the records of the corporation; and the same privilege is now extended to him, or to any others who may wish to inform themselves with reference to the affairs of the Institution. In the meantime its trustees and instructors will patiently but perseveringly prosecute the work they have undertaken, sensible of their accountability to God, and their responsibility to those who have hitherto reposed confidence in them.²⁷

Whatever may have been the basis of the complaint made by "Justice," certainly the fact that the location chosen was one that has made possible the extension of buildings and grounds to accommodate the expanding enrollment and educational program of Chatham College through ninety years attests to the wisdom used in the choice of the original property in July, 1870.

In a very short time the Berry mansion was converted into a college home, a place in which all of the college functions were to be held. Bed-

When Presbyterians Act Together

rooms were furnished for administrators, members of the faculty and students, parlors for social appointments, and the essential classrooms, dining room, and kitchen were fully equipped, all to accommodate the new life which was to begin within its walls on Wednesday, September 28, 1870.

After having settled the problem of housing the college to their satisfaction, the trustees were concerned next with securing a faculty of high quality. Though a number of persons, both women and men, applied and were considered for the presidency, the extensive correspondence carried on with the Reverend James Black, D. D., of Iowa City, indicates that from the outset, if he could be prevailed upon to come, he was the one they really wanted to head the college. They offered him an annual salary of \$3,000 plus living at the college for himself and his family and persuaded him to accept the call. The success of the trustees in this endeavor constitutes another fortunate circumstance in the chain of events leading to the opening of the college. Dr. Black was already acquainted with the community in which the college was located, and he was known to many persons of that community.

Dr. Black was a native of Western Pennsylvania, he was one who had followed the east-west line of traffic and gone to Iowa, and now he was induced to return to his home territory. He was born in Westmoreland County in 1826. He graduated from Washington College, then prepared for the ministry at Western Theological Seminary, and was ordained in 1853. Thenceforth, throughout his life, education and the ministry were closely combined. While pastor at Connellsville, Pennsylvania, he founded Dunlap's Creek Academy for the edification of the young people of that community. Later he became professor of Greek at Washington College.²⁸ It was there that some of the young men who later became trustees of Pennsylvania Female College learned of Dr. Black's inspiring instruction at first hand.²⁹ When Washington and Jefferson colleges merged, he was made vice-president of the combined college. In 1866 the College of New Jersey conferred upon him the degree of Doctor of Divinity. He had been acting president of the University of Iowa two years before coming back to Pittsburgh. In engaging Dr. Black the trustees were proceeding upon safe ground. He was one who already had proved his worth. As one of his contemporaries wrote, "along with scholarly ability and untiring energy he brought to Pennsylvania Female College the excellent reputation he had acquired as an educator."³⁰ Nine additional teachers were employed to assist him in the instruction.

The trustees had complete confidence in Dr. Black's ability to take charge of the academic program. They relegated to him matters relating

CHATHAM COLLEGE: *The First Ninety Years*

to the curriculum and they also expected him, in the beginning, to take charge of dormitory matters, until it should seem that the number of students justified employing a business manager, or a matron, or both.³¹

As soon as Dr. Black arrived at the scene of activities on Murray Hill, he took over the task of organizing the academic program, thereby leaving the trustees free to turn their attention to the financial program. Even before the opening of the college there was anxiety about the wherewithal for future support. At that time the Presbyterian church was engaged in a campaign to raise a Memorial Fund of five million dollars to be used for the advancement of the work of the church. The trustees wrote the chairmen of the Fund Committee in New York, suggested that, if possible, contributions to the college be placed to the credit of that fund.³² The suggestion was approved.³³ It is recorded that the Shadyside congregation contributed to the fund, for the ecclesiastical year ending April, 1871, the amount of \$18,417, a large portion of which was given to Pennsylvania Female College.³⁴

Not the least concern of those in charge of the organization was that of gathering a student body, the *raison d'être* of the college. Undoubtedly, many people in Pittsburgh had been kept informed throughout the summer concerning progress in the preparation for the opening of classes in the new college, and there were many questions as to who would be able to attend and what it would cost. Such questions were answered by the trustees on two printed announcement sheets prepared for circulation. It was announced that:

Conditions of admission are a common school education and a purpose to use the advantages of the college to add thereto. When plans now under consideration shall have matured, a higher standard of admission will be fixed, but at the present no one who seeks admission will be excluded from the institution, that is no one who has made good attainment in spelling, reading, writing, English grammar, arithmetic, geography, and History of the United States. Those who have gone beyond these will receive credit for the same and be classed accordingly.

In stating the fees, the trustees declared that they had no plans for profit but they wished to avoid indebtedness, and they wished also to look ahead for future expansion. For board, room, and tuition, the charges were fixed at \$200 per semester; tuition for day students was \$40 per semester. There were extra fees for classes in modern languages and for lessons in music and in art: French or German per semester, \$12-15; drawing, \$15; painting, \$25; and twenty-four lessons in music, \$20-30.³⁵ A discount of twenty-five per cent on all bills, except extras, was allowed to daughters of clergymen of all denominations.³⁶ The announcements were followed

When Presbyterians Act Together

by an unexpectedly large response. Before September 28 more young ladies had applied for admission than the capacity of the college could accommodate. That first year the college had to reject qualified applicants.³⁷ It was plain to be seen that something should be done about that before another year.

The founders of Pennsylvania Female College had laboured intelligently and prayerfully, they had labored indefatigably in fashioning their design for a college for women in Pittsburgh. It was a design built upon a rich heritage received from many sources coming together at the crossroads of communication where the rivers meet. It had derived special advantages also from the accomplishments of the Presbyterians in their advancement of society through church and schools in Western Pennsylvania. It was a design offering to young women a sound educational program made up of liberal or classical studies, balanced by the arts, mathematics, natural sciences, languages, and literature; a program basically religious, though not to be denominational in its influence; a program also practical, intended to prepare young women for effective living. The design emphasized thoroughness, a provision requiring a competent faculty to lead the students in the program. And for carrying through this program the design provided a place of natural beauty, with ample grounds and a house built for gracious living and adaptable to educational uses. The design for Pennsylvania Female College was one that was to live and grow through the years of many generations of students climbing Murray Hill.

CHAPTER THREE

Fair Prospects 1870-71

Pennsylvania Female College, which up to September 28, 1870, had existed only as a design, on that day became an actuality. Thereafter Murray Hill was known as the college hill and the Berry house was the college home; together they were the campus of the early years.

The main approach to the campus was by an entrance on Fifth Avenue to the west of a duplex house, the new homes of the Berry and George W. Dilworth families. The way to the college led southward up a long flight of steps to a summer house with benches where the girls could sit and rest. Beyond the summer house was a diagonal path to the top of the wooded hill. There one came to a place which seemed a world apart or, in the words of the early catalogues, "perfectly retired."

A short distance ahead was the college home. Its entrance was by six wide stone steps leading up to a porch with open Gothic archways on the three nearer sides. The floor of the porch was of marble. On the far side great high double doors opened into the central hall. This hall, fifteen feet wide and forty-four feet from north to south¹ was impressive in its lofty proportions and in the beautifully grooved mahogany woodwork of its tall doors and casings and its broad staircase. Straight ahead of the double doors, toward the south end of the hall, rose the grand staircase, seven feet in width, flanked with a handsome balustrade, and extending to a landing halfway to the second floor. From the stained glass window above the landing, during the sunny hours, beams of iridescent lights played upon the stairs and hall below. At the landing the stairway divided, the balustrade turned in reverse direction, and narrower steps led on either side to the central hall of the second floor. A smaller back staircase led from the dining rooms to the second and third floors where the dormitory and classrooms were located.

On either side of the great hall on the first floor three doors opened into adjoining rooms, each door reaching eleven feet from the floor to the

CHATHAM COLLEGE: *The First Ninety Years*

peak of its Gothic arch. Of the doors to the right the one nearest to the entrance was to the library, and the two farther doors were to the dining rooms, which could be made into a single room. On the left the two nearer doors opened into the parlors, which were separated by a wide archway with folding doors, to be opened or closed as the occasion required. The third, or far door on the left of the hall, led to the office and small rooms beyond.

This fine old home was the college hall of the first year. A new life was brought there by students who had come to learn, by members of the faculty to teach and to learn as well, and by everwatchful guardians, the Board of Trustees. The means for the education of young ladies had been provided; the end in view was yet to be realized.

The College Community of the First Year

The first day of every college year is exciting. There are always new students, there is something untried, something yet to be proved, and always much to be learned. To faculty and students the day is a time for turning over a new leaf in the record book. But when that day is not only the beginning of a new year but also the beginning of a college life, it is like the opening of a new book for a record yet to be written.

Though it is impossible to reveal all the currents of emotion on the college hill on that first day, perhaps some conjecture is permissible. It surely was a proud day for the trustees, for them a day of partial fulfillment and also of continuing prospect. To the students it must have been a day of wonderment, since they were entering upon an experience at the time exceptional for women; perhaps to some of them it was a day of dedication, for the college had been founded upon serious intent. Among the teachers probably the sense of responsibility was dominant. Surely for all it was a day teeming with expectation.

The records show that 103 young ladies entered the college that day.² They were young, as their pictures show. Their hair was generally parted in the middle and held back from the face by combs. Some wore their hair plaited and pinned up on the head. Many had curls, sometimes hanging loose, but usually held together at the back of the neck with buckles or ribbons, three or four long curls hanging down the back, or shorter curls draped over a shoulder. Their dresses for everyday wear were of cotton or wool, made with closely fitted bodices and with lace or ribbon ruffled at the neck and wrists. Waists were small, and skirts, reaching to the instep, were gored in front and had much fullness bunched up at the back below the waist.

The majority of the 103 were from Pittsburgh homes: 12 from Shady-

Fair Prospects

side, 32 from East Liberty, 7 from Oakland, 4 from Squirrel Hill, and 13 from downtown Pittsburgh. Sixteen were from nearby Allegheny City. The remaining students came from surrounding towns and farms as far east as Greensburg and as far west as Mansfield, now known as Carnegie, from as far north as Brookville and as far south as Uniontown.

The list of these students includes names which have appeared prominently in the records of the founding of the college. It has been said that the first student to enter the doors was Mary Renshaw. She and Rebecca, her younger sister, had looked forward to the day, for their father was one who had labored resolutely for the establishment of the college. There were three Negley girls from East Liberty, the first students of a name which in the years following is to appear frequently on the lists of students, alumnae, and faculty. The daughters of Judge Sterrett were among the large group from East Liberty. Jennie and Mary Wightman came from their home on Forbes Street in the Squirrel Hill district. Among those from Allegheny City was Bessie Denny McKnight. To the Berry girls, Emily and Lillie, going to college must have seemed like going back home, though not quite so, for there were changes in the place which had been their home. The college, now, was the home of Lizzie Black, whose father was its president.

In the homes of these students concern for the college had been a family affair months before that first day. In the homes of the remaining students college matters entered into the daily conversations from that day forth. And the students coming from these other homes were as important as any on the college hill. Every student was a new student in 1870. There were no "old girls," no "big sisters" to instruct them in traditions and, in fact, no traditions.

However, these students were not left entirely to their own devices. At the college there were men and women more experienced and more learned than they, who were to work with them in their quest for education. In their everyday conduct these men and women exemplified qualities of honorable and generous living. They were to introduce the students to a great heritage of knowledge and of the arts and to intellectual discipline. They were to help them find direction in living, each according to her own talents.

Of Dr. Black it could be said that he was every inch a college president. The height of his furrowed brow was accentuated by a partial baldness on the top of his head. His eyes were deep set and penetrating and his mouth pliant and amicable. A short well-trimmed beard on his chin added length to his impressive face. Miss Pelletreau, the one who, next to his wife, worked with him most closely at the college, writes of him as a man

CHATHAM COLLEGE: *The First Ninety Years*

of marked individuality: "His speech, his manners, his methods of work were his own."³ To the students he was an ideal of the learned gentleman with a kindly heart.

The inauguration of Dr. Black as president of the college was accomplished with very little formality two weeks after the beginning of classes. At that time the Pittsburgh Synod of the Presbyterian church was in session. On a Saturday afternoon a reception was held at the college for members of the synod and other friends. As the visitors assembled in the main hall, Mr. Laughlin, president of the Board of Trustees, ascended a few steps and officially committed the college into the care and keeping of Dr. Black, "hoping that under the blessings of God it might continue to prosper and be the means of accomplishing much good." In his response Dr. Black stated that though his previous work had been mostly the teaching of young men, yet his experience of the two preceding years, when he had been teaching students of both sexes, had proven to him "that our daughters are as capable of instruction as our sons."⁴ It was with that conviction he had entered upon his labors.

Dr. Black was relieved of much of the responsibility in directing the students' social life by his wife. Mrs. Black is described as a fine-looking energetic woman, her iron-gray curls bobbing back and forth with every turn of the head. The students remember her ready smile, her unfailing good nature, and her genuine friendliness. Dr. and Mrs. Black and their daughter Lizzie were greatly esteemed by the students, who were sure that Lizzie did not "carry tales" to the family circle.⁵

Two instructors, Miss Madeleine LeMoyne and Miss Carrie Gibbons, lived at the college with the president's family and the resident students. Miss LeMoyne was the first teacher selected by Dr. Black after he was elected to the presidency. He had known her and her family during his student days and later when he taught at Washington College. Madeleine, the youngest daughter of Dr. Francis Julius LeMoyne of Washington, Pennsylvania, was a graduate of the seminary her father had helped to found, and Mrs. Hanna was her "loved and revered Principal."⁶ Quite as valuable to her as her formal education was the informal schooling she had derived from her home environment. Close association with her paternal grandfather, doctor, scientist and musician, a French émigré of 1790, who established his home and apothecary business in Washington, was an education to her, as were likewise the books in her home, the experiments carried on by her father, the frequent visitors of note, and the use of her home in the abolition years as a station of the underground railroad. Furthermore, Miss LeMoyne had had a life-long acquaintance with schools, and that not always from the student's point of view, for her

Fair Prospects

father was trustee of both Washington College and Washington Female Seminary. She was experienced academically and a person of impeccable manners and rare charm.⁷

Miss Gibbons, who roomed with Miss LeMoyne, taught history and mathematics. At the college she and a young chemistry instructor, Robert Fulton, "discovered other than chemical affinities, and at the close of the first year she left to prepare for her marriage."⁸ If there had been more room, more teachers would have lived in the college home. The remaining seven teachers had homes in the city.

Other workers indispensable to the college were the servants in the hall and on the grounds: the cook who made their favorite beaten biscuits; the maid who regularly brought fresh water to their rooms and carried away the waste water; and Edward Moriarity, carekeeper of the grounds, even before they were college property, and coachman for the college. They were long remembered by those whom they served so faithfully during the first years. Students, faculty, administrators, and servants altogether formed the college family. Very closely related to them were the trustees who came to the college often, and who away from the campus and behind the scenes labored for the good of the school. It is well to know who these trustees were.

The first board was made up entirely of men, thirty in number. They were busy men, engaged in various trades and professions in the city, concerned with the welfare of their community, and united in their common interest in the college. Eleven were clergymen of the area, three were lawyers, one a doctor of medicine, several were bankers, and others were counted among the leading commercial and industrial heads of the city. Four different callings were represented among the officers of the board.

James Laughlin, the president, was born in County Down, Ireland, educated in Belfast, and had come to Pittsburgh in 1829. In the early 1850's he entered the banking business and was president of the First National Bank of Pittsburgh from the time of its incorporation. In the 1850's he formed a partnership with Benjamin J. Jones in an iron factory, a partnership which has handed its name down to the present Jones and Laughlin Steel Corporation. Mr. Laughlin was a liberal supporter of Western Theological Seminary; he was trustee of both Pennsylvania Female College and Western Pennsylvania Institute for the Deaf and Dumb, from their founding until the time of his death in 1882.⁹ To the meetings of the college trustees he brought the benefits of his extraordinary business acumen and a spirit consecrated to Christian benevolence. The James Laughlin Library building, given in 1931 by his granddaughter, Miss Anne Irwin Laughlin, stands on the campus as an appropriate

CHATHAM COLLEGE: *The First Ninety Years*

memorial to the first president of the Board of Trustees and as a visible reminder of his great service in the early years of Chatham College.¹⁰

The college had a friend at court in the vice-president of the board, Judge James Patterson Sterrett, who was president judge of the Court of Common Pleas of Allegheny County from 1862 to 1877, at which latter date he was elected judge of the Supreme Court of Pennsylvania.¹¹

Dr. Beatty, who called the initial meeting, was secretary of the first committee organized to found the college and continued as secretary of the Board of Trustees until his resignation in 1878. He remained a member of the board until shortly before his death in 1882. His contribution to the enterprise of establishing the college and to the educational program of the early years is inestimable. Since Dr. Beatty's time all who have had occasion to consult the first *Minute Book* feel a debt of gratitude to him for his faithful attendance at the numerous meetings and his full and clearly stated recording of the proceedings.

In grateful recognition of John A. Renshaw's untiring efforts in the process of founding the college as well as of his business ability the trustees made him their treasurer. Mr. Renshaw was well-known throughout the area as the head of a large wholesale and retail grocery firm in downtown Pittsburgh.¹²

The names of at least seven more of the first trustees must be identified, by reason of their importance to the history that follows: the names of Berry, Dilworth, King, Frew, Wightman, McKnight, and Wilson, all founders. "Berry" has been a name significant for over eighty years in the life of the college, in its building and its song. George A. Berry, a trustee for more than thirty years, is known in college history especially as the original owner of its most time-honored building.¹³ In business life he was a banker and for some time president of the Pittsburgh Clearing House Association.¹⁴

The name of "Dilworth" ranks next to that of "Berry" in the history. Joseph Dilworth was a business man who had engaged in wholesale groceries, in iron manufactures, and in the railroad business. He was one of the organizers and first directors of the Northern Pacific Railroad Company.¹⁵ Dilworth Hall, built in 1888 and standing until 1952, was named for him. The most recent building on the campus, a beautiful dormitory, erected in 1958-59 on the former Mellon orchard, has been named Dilworth Hall.

Dr. James King, the physician of the college, was one of the leading medical practitioners of the city. His earlier record reveals his experience in teaching anatomy and hygiene at Washington College, his service as a surgeon in the Union Army and as surgeon general of Pennsylvania.¹⁶

Fair Prospects

Major William Frew together with Charles Lockhart, a later trustee, founded one of the earliest companies in the state for the production and refining of petroleum, but Mr. Frew was known in Pittsburgh especially as one who had traveled extensively in Europe and in the Far east, as a lover of art and literature, and as one whose chief interest was the advancement of religion and education.¹⁷

Thomas Wightman was another of the first trustees who was born in County Down, Ireland. He came to Pittsburgh three years after his countryman, James Laughlin. In this city Mr. Wightman first worked in a glass factory and later became vice-president of the First National Bank and a director of the People's Bank and Savings Company.¹⁸

Robert McKnight was a Princeton graduate, a lawyer, and public servant. He had served on the Common Council of Allegheny City and in the national House of Representatives for two terms, 1859-63.¹⁹ On the Board of Trustees he was chairman of the Committee of Education, later called the Committee on Faculty and Studies.

Among the eleven clergymen on the board was the Reverend Samuel J. Wilson, a preacher of whom it was said, "He served Pittsburgh and Western Pennsylvania with his eloquence as Beecher served New York."²⁰ He was born in Washington County, graduated from Washington College, and at one time was vice-president of Jefferson College. For twenty-five years he occupied the chair of church history at Western Theological Seminary, and for some time was pastor of the Sixth Presbyterian Church of Pittsburgh. He was elected moderator of the General Assembly of the church and delegate to the Pan-Presbyterian Council when it met in London and in Edinburgh.²¹ For fourteen years the college profited by his counsel and address. These men together with nineteen other members constituted the first Board of Trustees.²² And they, along with teachers, students, and servants gave the breath of life to the college during the first year.

Educational Planning

Those who undertook to organize the first course of study for Pennsylvania Female College were guided by two considerations, the purpose for which the college had been founded and the needs of the students enrolled. They had stated their general purpose clearly at the beginning of their planning, and they stated it more tersely in the first catalogue: "In every exercise the great aim will be to develop the powers of the student for good." Their educational program was to be one of liberal studies. In the thinking of American educators of 1870 classical languages and literature were considered the essential elements of a liberal education. It

CHATHAM COLLEGE: *The First Ninety Years*

was to be a well-proportioned program, one in which classical studies were balanced by courses in mathematics and the natural sciences, philosophy and literature, and the arts. Furthermore, from the beginning it was intended that an over-all Christian point of view should prevail. It was announced explicitly that the Bible would be used as a text book and that it "would be honored as the basis of all moral and religious instruction."

It will be a pleasure to do what is possible to make its history familiar and its contents known and saving. There will be no concealment of the interpretation of its doctrines known to be that of the body of Christians who control the institution, and yet no violence will be done to any other interpretation.²³

It must be remembered that, though founded by Presbyterians and maintained by a Board of Trustees, two-thirds of whom were members of some branch of the Presbyterian church, at no time has Chatham College been under the control of the church. A professor would be expected to present the teachings of the Bible as he understood them, and openly so. At the same time he was expected to refrain from imposing his views upon students or from destroying their faith.

Recognizing that the policy of admission as stated for the first year would permit the enrollment of students of varying degrees of attainment, those arranging the program for that year realized they would have to tailor it to meet the needs of the students who came. Announcements circulated before the opening of the college indicate they did not mean that ultimately the calibre of the students should establish the standards of the curriculum. They stated, "when plans now under consideration shall have matured, a higher standard of admission may be fixed."²⁴ Accordingly, classes were offered in Latin and Greek and in French and German languages. One of the stated aims was for thoroughness. The teaching of languages was to begin with an emphasis upon grammar and prose composition, especially oral and written translations of English. Instruction in mathematics would range from arithmetic to geometry. The elements and principles of natural sciences were to be taught, and for such classes it was the intention "to provide a large and well furnished laboratory, after the manner of our best colleges for men." History and geography would be combined. In the fine arts it was announced that instruction would "incorporate all that is valuable in our best conservatories of music and schools of design."²⁵

Such was the program of studies announced for the first year. The students who came that year were grouped into two classes: the first year, or lower class, and the second year, or higher class. Some evidence of what subjects they studied and of the teachers of those subjects can be gathered from the program of oral examinations given June 26 and 27, 1871, the

Fair Prospects

close of the first college year. The heaviest teaching load was carried by the president of the college, who taught Latin classes in Caesar and Virgil, a class in beginning Greek, also a class in history, and one in English literature. There were three teachers with classes in arithmetic, algebra, and geometry. The teacher of natural philosophy and chemistry taught *Latina Principia* as well. There were three teachers with classes in English grammar, reading, and composition.²⁶ Although there were no examinations listed in the modern languages or the arts, it is recorded that the trustees employed teachers to instruct in those subjects. Also the trustees thanked Dr. Gillespie and Dr. Beatty for teaching classes in the *Old Testament*.²⁷

By the end of the first year an orderly, graded program of studies had been arranged in two divisions of three years each, of which the first three years constituted what was called the academic department, and the fourth, fifth, and sixth years were said to correspond to sophomore, junior, and senior years of most colleges. Courses in the academic department, or the lower division, were intended for students not prepared for collegiate work. They included: three years of Latin and two of French; mathematics through plane geometry; history of the United States and ancient and medieval history; three years of English grammar and composition plus a course in Old English in the third year; two years of natural sciences; and three years of Bible study. Music, drawing, and painting were offered as optional subjects. The sequence of required subjects of the academic department, or its equivalent, was intended to furnish the student with a disciplinary foundation, requisite for thorough study in the more advanced courses of the upper division.

The courses of the upper or collegiate division were grouped into four departments: the languages, natural sciences, philosophy and history, and arts. Courses offered in the language department were: two years of English including Anglo-Saxon, early English, and English of the sixteenth century; two years of Latin, including the works of Horace, Cicero, and Tacitus; and three years of either Greek or German—the Greek including grammar and the works of Xenophon, Herodotus, Homer, and Euripides—the German including grammar, classical prose, the works of Schiller and Goethe, and comparative philology. Scientific study was offered in physiology, chemistry, botany, astronomy, physical geography, geology, and mineralogy. In the department of philosophy and history there were courses in mental and moral philosophy, the history of the evidences of Christianity, history of civilization, modern history to the French Revolution, and the Constitution of the United States. Courses in the arts of vocal and instrumental music, drawing, and painting were

CHATHAM COLLEGE: *The First Ninety Years*

optional. Students taking all of the courses offered in any one of the departments would receive a certificate of graduation from that department. Students in the collegiate division, who each year completed one subject elected from each of the departments of languages, natural sciences, and philosophy and history, would receive, at the close of three years, "the First or Baccalaureate Degree."²⁸

Along with the orderly sequence of courses listed above, the educational plan included a supplementary program, which today would be called co-curricular. No college credit was given for it, but the program was considered of vital importance. The feature most emphasized issued from a concern for the students' health. In literature on the college special mention was made of the healthfulness of the place. Perhaps Dr. King deserves the most credit for making certain that a health program was included as part of the regular routine. He had carried through a similar program at Washington College. In the period following the Civil War the medical doctors of the country had taken the lead in movements to promote and maintain health, and usually they had charge of physical education programs.²⁹ At this time exercise and fresh air were generally considered the natural approach to health. Walking in the open for one-half hour each day was required of every one at the college,³⁰ a requirement the day students could fulfill by their climb up and down the college hill, even though they may have taken the horse cars to the Fifth Avenue entrance. Since the resident students lived in the same building in which their classes were held, a walk out of doors was deemed indispensable to their keeping well. In addition to walking, each student was urged to participate in some other form of physical recreation of her own choosing. Such exercise was considered "most cheerful, and, in every respect, most beneficial. For this the grounds of the College are sufficiently retired to afford ample opportunity, and frequently excursions in the country will be had."³¹ It was from games freely chosen that the college athletic movement arose. This rise is stated concisely in a recently published work:

Athletics must be considered as that part of the educational program, and probably the only part, that was an original contribution of the student body. From their beginning as free, spontaneous sports and games, athletics became organized by the students apart from the school proper; in fact, largely in opposition to it. Then later faculty advisory control came in and finally official adoption by the educational authorities.³²

At stated times Dr. King came to the campus to lecture on topics of health and hygiene. Great effort was made to help the students become more intelligent about caring for their physical well-being. Good health was considered essential to good studentship and to right living.

Fair Prospects

Another feature of the supplementary program issued from a concern for the students' general cultural development. Scholars, musicians, and other artists were brought to the college to lecture or to perform in their special fields, and provision was made to take students to programs of a like nature in the city. From time to time members of the faculty furnished entertainment or gave special lectures. Also there were programs given by the students to which relatives and friends were invited.

A Week with the Students

Of all the many factors in college life contributing to the process of developing "powers for good," next in importance to the planned program should be listed the regular tenor of daily group living. A college week began on Monday morning. During the first year Mondays through Fridays were the days especially for classes. On those days, first thing in the morning the day students, fresh from their trek up the hill, met with dormitory students and members of the faculty for morning devotions in the parlors. These daily services led by Dr. Black provided appropriate inspiration for the work ahead and also helped to meld students and faculty into a college entity.

After the devotional period classes followed in regularly scheduled order, and attendance was required of all students in the classes for which they were enrolled. In these classes not only was instruction given by the faculty, but the students were expected to make knowledge their own, and, when called upon, to discuss it, "with special attention to the neatness and accuracy of the language used."³³

In mid-afternoon the resident students gathered in the great central hall at the foot of the stairs to answer the roll call and form in double file for their daily constitutional. With gloves on their hands, with hats or bonnets tilted back on their heads, with parasols to protect their complexions on sunny days, or, in the event of stormy weather, umbrellas and India rubbers to protect their clothing, they dutifully submitted to the routine, for neither rain nor snow nor freezing temperatures could excuse them from this regulation. Two or more members of the faculty were included in the group. In whatever direction they went, they had to climb hills. These young ladies knew how to lift their skirts gracefully, just enough to protect them from the dust or to avoid tripping, and at the same time maintain propriety. The walk they preferred was down the eastern slope of the college hill and over the next ridge along the path that led through the meadow to Shady Lane. There were friendly cows tethered on that meadow, whose stares were not so embarrassing to them as were the whistles of the passengers in the horse-cars which passed

CHATHAM COLLEGE: *The First Ninety Years*

when they took the walk to the north and down the hill to Fifth Avenue. At the time the students were inclined to complain of the daily walks; they considered the preparation for them "a nuisance." In later years, when talking of their college life, they enjoyed telling the tales of their experiences on these excursions.³⁴

The students were expected to find time each day for preparing their lessons. They were to be dressed for dinner at six and to attend evening devotions after dinner. And they were expected to be ready to retire by ten o'clock.

During the first year the dormitory rooms were crowded to the corners. Speaking of conditions that first year, one who later came to know the college girls and their ways very well related:

In the guest chamber were six girls, and the room was named, I doubt not appropriately, "Confusion Centre." They rejoiced in the possession of a grate and one of Pittsburgh's most elegant and dignified matrons of today is said to have excelled in cooking eggs and roasting potatoes.³⁵

Everyone who knew the arrangements was aware that they could not be continued another year.

Friday evening came as a time for relaxation from study and regular schedules. The students usually provided their own entertainment and sometimes, accompanied by a member of the faculty, they were permitted to attend functions off campus. College programs to which guests were invited were usually held either on Friday evening or on Saturday morning. On those days the students were permitted to receive as callers persons of whom their parents had given written approval. Each student was permitted a holiday once a month from Saturday morning to Monday morning when she might visit nearby relatives or friends approved by her parents.

To the dormitory students Sunday was indeed a Sabbath, a day set apart from other days, free from study, a day of worship. It was also a day when they wore their best clothes, trimmed in silk and velvet. It was a day when they could use the grand staircase, a privilege denied them on weekdays. On Sunday the students found many occasions to use those stairs. Each girl was expected to attend the church service of her preference in the morning, and, if she had no preference, she was required to accompany the president and his family to church. Since the majority of these students, though not all, were Presbyterians, a goodly number of them, dressed in their Sunday clothes, filed two by two down the "Sunday Steps" and in orderly array followed Dr. and Mrs. Black to the Shadyside Church, where they heard their beloved Dr. Beatty preach. Of Dr. Beatty the Reverend S. J. Wilson said:

Fair Prospects

With him preaching the gospel was no irksome task, no perfunctory service, but it was his joy, his life. With a voice which, in power, in compass, smoothness, and flexibility was phenomenal, he made all who listened to him understand just what he meant.³⁶

The students knew Dr. Beatty very well, for he came to the college to teach, "to trace the evidences of Christianity in the events of the world and in the range of literature."³⁷ They knew that what he said in the pulpit and in the classroom was exemplified in his daily living.

In the afternoon Dr. Black held a vesper service in the parlors. Of these services it has been said:

No one of these occasions is more delightful to recall than the Sabbath afternoon hour when we gathered to listen, as he drew the beautiful word pictures of our Saviour's life and labour. So vividly did he bring these scenes before us that we used to say, "It seems as if Dr. Black must have walked with Christ over those Judean Hills." He did walk with him here in daily communion. In no man was ever more manifest the spirit of Jesus Christ.³⁸

There was time on those Sundays for reading and meditation, time for a student to collect her thoughts and to plan accordingly. It was by working and playing and worshiping together that those who were of the first college family started a way of life on the hill through which "powers for good" were developed.

The College Seal

Sometime during the first year an official seal was adopted. The name of the college and the year it was chartered, 1869, were inscribed around the outer circle of the seal. Within the central circle was a burning lamp, above which was inscribed the motto: FILIAE NOSTRAE SICUT ANTARII LAPIDES.³⁹

Not only was this motto most appropriate for a woman's college, but also it has significance in the history of women's education in the United States. It was taken from Tremellius' Latin version of Psalm 144, the latter half of the twelfth verse. In the Authorized King James Version of the Bible the verse reads: "That our sons may be as plants grown up in their youth; that our daughters may be as cornerstones, polished after the similitude of a palace." This verse is said to have been used as a text of a sermon preached at the opening of the Westfield Academy in 1793 in which the purpose of the institution was expounded.⁴⁰ That school, it will be remembered, admitted students of both sexes. It is related, furthermore, that Joseph Emerson used the text in a discourse he delivered at the dedication of Seminary Hall at Saugus, in 1822. Mary Lyon had studied with Joseph Emerson at Byfield in 1821; when her seminary was

CHATHAM COLLEGE: *The First Ninety Years*

established in Mount Holyoke in 1837, she chose the verse for the seal of that school.⁴¹ The same verse is used in the 1858 catalog of *Illinois Female College*, now MacMurray College.⁴²

The First Extension to the College Building

The theme of building stones, implied both literally and figuratively, was on the minds of the people concerned with the college of the first year, and so has it been during much of its subsequent history. Even before the opening in September the need for more room was fully recognized. The parlors were used for assemblies and for music lessons and some classes, as well as for receiving guests. At a meeting of the Board of Trustees on November 29 the Committee on College Property was asked to make some temporary arrangement for more classrooms.⁴³ Accordingly, some rooms in the basement were renovated and repaired to accommodate the needs.⁴⁴ By the end of March, 1871, plans were in progress for the construction of an extension to the college hall,⁴⁵ and within two months the necessary foundation was built and an elaborate ceremony was arranged for the laying of the cornerstone of the new structure on June 8. Printed invitations were issued, and a special car, attached to the Johnstown accommodation, was chartered to take passengers from the Union depot of the Pennsylvania Railroad downtown to the Roup station, where a number of carriages met the train and transported passengers to the campus. It was reported, perhaps with a degree of exaggeration, that "some five hundred ladies and gentlemen assembled in the College park."⁴⁶ It was indeed a glorious day.

The program following the sealing of the cornerstone⁴⁷ was made up of greetings from the trustees and an address by Dr. King, who stressed the importance of thorough education for women to meet the demands of the age. He reviewed what the college had done during the first year and stated what it was preparing to do for the ensuing year. Then he spoke eloquently of woman's influence and of her responsibility in society. In closing he said:

I believe that women have minds of equal force with those of the other sex, that they are susceptible to cultivation, that by proper culture woman may be fitted for any station however exalted. I believe that if it suits her taste and she be properly educated and qualified she may engage in merchandise, in painting and sculpture, in the practice of medicine, or pursue any other lofty and honorable calling, and it is in order to do this that I desire to see the institution, to be built on the cornerstone now laid, most thoroughly appointed and forever established.⁴⁸

Fair Prospects

Closing Exercises

The first academic year culminated in closing exercises held on Monday and Tuesday, June 26 and 27, 1871, featuring a program of examinations held at the college and an address delivered by the Reverend Samuel J. Wilson, before faculty, students, and friends of the college at Shadyside Presbyterian Church Monday evening. The program of examinations seemed to be in the nature of a feast of mind and spirit. Each class was examined orally for one half hour before an examining committee and other interested persons. Invitations to attend the examinations had been sent to trustees, patrons, and other friends. Dr. Black expressed regret that the lack of room prevented their extending a more generous invitation so that all who wished to attend might do so.⁴⁹ The appropriate atmosphere for the occasion was established by a prayer at the opening of each day's program and by musical selections, both vocal and piano, interspersed between groups of examinations. Also in both morning and afternoon sessions of each day an essay was read,⁵⁰ "evincing originality of thought, clearness, and precision of style."⁵¹ It seems that the students performed quite satisfactorily throughout the exercises. The *Pittsburgh Chronicle* reported that:

all of these examinations were exceedingly creditable, both to instructors and to students. The members of the Committee, as also all present, were impressed with the evident thoroughness with which the branches had been taught and studied. The familiarity of the classes in Latin and Greek with the principles of these languages reflected great credit upon Dr. Black and while it was in keeping with his past reputation as a teacher of the classics, it was also evidence of the perfect ability of young ladies to compete with young gentlemen in the more advanced branches of learning.⁵²

And the *People's Monthly* reported that:

The examinations at the close of the late term were conducted with rigor and minuteness, and gave unusual satisfaction to the Board of Examiners. They clearly evidenced that both the president and teachers were persons of broad culture, who have themselves tested the benefits of enlarged courses, in which they would direct others. Their desire seemed to be, as it should be, to give thoroughness and completeness in study rather than a shallow and perfunctory smattering.⁵³

Dr. Wilson's address was acclaimed "a masterly effort, showing the true nature of education as distinguished from mere learning."⁵⁴

The close of a college year is always a time for taking stock, a time to think of things left undone as well as of things done; and of course it always seems that the former exceed the latter. However, the balance sheet for Pennsylvania Female College of the year 1870-71 reveals a

CHATHAM COLLEGE: *The First Ninety Years*

significant sum total of constructive achievements. Building was well on the way to provide adequate room for the needs of the college for some years to come. The students enrolled had been given educational discipline suited to their needs, and a more orderly course of studies was planned for subsequent years. A college community had come into existence, following a way of life upheld with a high purpose, "to develop powers for good." A motto had been adopted in keeping with that purpose. Traditions had been in the making. Those to return as old students in September would find their college hall doubled in capacity. And they would have something of experience to transmit to the new students of 1871-72.

CHAPTER FOUR

Progress through Hard Times

1871-78

The heyday of the first academic year was followed by hard times for seven years, when problems of business management produced an undercurrent of uncertainty. Yet, at the same time, the educational program, the essential concern of the college, was carried on regularly. In ultimate significance the life values held by the young women educated at the college towered above the perplexities of those responsible for maintaining the program.

Business Management

Fortunately during this period of strain the Board of Trustees, which had charge of the business affairs of the college, changed in membership but slightly from year to year. Of the thirty men on the first board nineteen were still serving at the close of the eighth academic year. The small turnover could be accounted for in part by the fact that the board was self-perpetuating. If so, it could be inferred also that a high degree of harmony existed among the members. When it is considered how exacting were the responsibilities of a trustee, it is a fine commentary on the spirit of these men that so many of them served long terms. Though not a member of the Board of Trustees and by the charter ineligible for membership,¹ the president of the faculty attended most of the board meetings and in fact shared with the trustees in the management of the college.

In 1872 Oliver McClintock of Shadyside became a trustee, commencing his distinguished services to the college, services which extended through more than fifty years. Mr. McClintock was a man of scholarly attainments, with two degrees from Yale University. As a businessman he dealt in carpets and furniture. His community interests were in education, philanthropy, and political reform, fields in which he made significant contributions.² To the college he became one of whom it was written

CHATHAM COLLEGE: *The First Ninety Years*

that "in her darkest hours he was invariably her bulwark against dissolution."³

Some visible evidence of the accomplishments of the early trustees was to be seen in the three-story addition to the college hall, completed and furnished by the opening of college in September of 1871. With this addition the entire building extended 96 feet facing Fifth Avenue on the north, and 140 feet on the east, and contained "upwards to sixty apartments." It had been the intention of the trustees "to make liberal outlay, to render the student comfortable and happy"⁴ in her home away from home. The latest conveniences of bathrooms, hot and cold water on each floor, steam radiators in the extension and hot air furnaces in the original building were provided, and a system of flues connected the rooms to insure ventilation. All of the rooms were neatly carpeted.⁵ In building and furnishings the outlay was really liberal, if not luxurious.

The extension relieved the college of the crowded conditions existing the first year. Now there was adequate space for classes and dormitories. On the first floor were four ample rooms: the two larger ones on the back were used separately as classrooms, and when opened into a single room served for chapel and other large assemblies; the other two rooms were equipped for classes in the sciences. On the second floor were dormitory and music rooms; and on the third floor, besides dormitory and classrooms, there was a gymnasium or callisthenium,⁶ as it was sometimes called, and a small museum.⁷ The expenditure on building and furnishings amounted to approximately forty thousand dollars.

Advantageous as they are, buildings alone do not sustain a college. Continued effort and outlay are required to maintain property in a functional condition and to render the services for which the institution was founded. Since the college had not been established with permanent endowment, a provision Catharine Beecher had considered essential for collegiate operation,⁸ one of the chief problems confronting those responsible for the business management was that of providing necessary funds. It was an annual problem of the early years and a very perplexing one during the period under consideration.

The economic problem of the college, 1871-78, cannot be considered apart from that of the community of Pittsburgh and of the nation. In the North industrial expansion and prosperity which had been stimulated by war demands generally continued until 1873, the year of the great panic. The hard times which followed lasted through 1878. In Pittsburgh, one of the largest centers of industrial development following the Civil War, business was acutely affected by the financial crisis. An example

Progress through Hard Times

of how community enterprise was curtailed may be seen in the experience of the Shadyside congregation. This group, whose needs had outgrown the original frame church, was involved in erecting a larger stone edifice for their services. In the history of the church it is related that in 1873 the work of the committee on subscriptions "was somewhat interrupted by the financial troubles that so greatly paralyzed the business of the country and so sadly deranged our monetary affairs. Notwithstanding, the people responded to the call with commendable liberality." However, by 1875 it was apparent that, "owing to the financial difficulties which had come upon the country, some of those who had subscribed would be unable to make good their obligations."⁹ It was from members of the Shadyside congregation that the college expected a good percentage of its support.

When the trustees met in February of 1872 they recognized the desirability of a more systematic plan for business operations as well as the ever-pressing need for more money. During that year key positions of a financial nature were assigned to members of the board with banking experience. Mr. Laughlin was made chairman of the Standing Committee on Finance, and Mr. Berry replaced Mr. Renshaw as treasurer. In April of 1874 the trustees asked Mr. Laughlin to be chairman of a special committee on management which should devise a plan for the financial and educational operation of the college for the following year.¹⁰ In May the committee recommended: 1. that the educational be separated from the business division of the administration; 2. that the president of the faculty have charge of only the educational division; 3. that a business manager be hired to take charge of the business division, including the boarding department, the purchase and distribution of supplies for all departments, and the keeping of accounts and the rendering and collecting of bills; 4. that in all matters pertaining to his office the business manager act by the advice and under the control of the Committee on Supplies of the Board of Trustees; 5. that a housekeeper be hired to perform duties as assigned by the business manager; 6. that all within the college, in whatever capacity, except the business manager, the housekeeper and servants, be charged for board at the rate of three hundred dollars per year. The committee made the further recommendation that an effort should be made to extinguish the entire debt of the college by canvassing for subscriptions to the sum of one hundred thousand dollars, to be payable in ten annual installments.¹¹ The board approved the recommendations and appointed a committee to solicit for subscriptions.

It was some years before the college had a business manager. However, a house mistress, Mrs. Susan R. McJilton, was engaged in the fall of 1875. She lived at the college, managed the daily household routine, and did

CHATHAM COLLEGE: *The First Ninety Years*

the marketing. Mrs. McJilton had the knack of selecting the right kind of helpers and of winning their attachment to the college. For twenty years to come she was to contribute to the good life on the college hill.¹²

In May of 1874 the trustees were greatly heartened by the report that Mr. Laughlin had given twenty-five thousand dollars to the college.¹³ It will be recalled that Mr. Laughlin belonged to the First Presbyterian Church. The members of the First Church, too, were proud of their contributions to the college. They boasted that the gift of twenty-five thousand dollars by Mr. Laughlin together with the gift of ten thousand dollars by John Moorhead; another member of their church and also a trustee of the college "really saved the property and life of the whole institution." They stated further that in the first ten or twelve years of the existence of the college members of their church had given it not less than fifty thousand dollars.¹⁴ There is no record of how much income was realized by the canvass of 1874.

Throughout the period the financial situation remained critical. Occasionally a trustee would suggest selling part of the land, but each time the board felt the proposal seemed inexpedient.¹⁵ The most startling suggestion was made January 18, 1875, when a committee was appointed to investigate the feasibility of merging the college with Allegheny Female Seminary,¹⁶ "without financial responsibility."¹⁷ That drastic proposal together with the phrase of caution with which it closed becomes understandable upon a reading of the financial report submitted by the Committee on Subscriptions a couple of weeks later. The total liabilities amounted to \$84,107 and the total income due the college was \$8,995, leaving an indebtedness of \$75,112. Among the liabilities was listed the sum of \$3,289 owed to Dr. Black, a sum greater than his annual salary.¹⁸

The trustees' immediate reaction to the report was a unanimous resolution that unless thirty thousand dollars could be realized within thirty days the college should close in June of that year. However, that was promptly superseded by a more determined resolution to solicit subscriptions for liquidating the entire indebtedness. Pledges were to be taken upon the condition that at least \$75,000 would be pledged within twenty days and the pledges were to be payable by July 1, 1875. Members of the board were canvassed at the meeting, and the sum of thirty thousand dollars was pledged on the spot.¹⁹

On the twentieth day following, the committee reported that the canvassers had discovered more general interest in the college than they had formerly supposed to exist and the responses had been generous. They reported however that "notwithstanding a vigorous and well-nigh exhaustive canvass we have reached this far only the sum of \$68,725. . . ,

Progress through Hard Times

that today is the twentieth day . . . and by an expressed stipulation the whole must be subscribed today or the subscriptions as they stand are vitiated." Joseph Dilworth, Mr. Berry, and Dr. Scovel, thereupon pledged the additional amount required to reach the top. Before adjourning the board resolved that "the fund now subscribed of seventy-five thousand dollars is sacredly devoted to the extinction of the indebtedness of the college."²⁰ It was a fund in the promise only, however good the faith in which the pledges had been made. Just how much indebtedness was cancelled by the canvass of 1875 is not recorded. However, considering the difficulty the Shadyside congregation had been having in collecting subscriptions during the two preceding years, it is reasonable to assume that not all pledges were paid.

Two years later a debt of thirty-five thousand dollars is reported.²¹ Another canvass for subscriptions was attempted in the summer of 1878—this time with a goal of ten thousand dollars.²² After a few days' effort Major Frew said he felt it would be impossible to obtain pledges until such a campaign could be agreed upon as would enlist the confidence of the friends from whom the subscriptions were expected. He said the committee would make a vigorous attempt to collect the remainder of old subscriptions still unpaid.²³ Salaries of members of the faculty for 1877-78 were lowered and tuition and board reduced from \$360 to \$300 per year, with a discount of only ten percent to daughters of clergymen.²⁴

The American historian Allan Nevins quotes an economist as saying that, when the year 1877 ended, "the industries of the nation were never in the memory of living men so smitten with paralysis." Nevins adds that to many people the year 1878 seemed "to leave the United States at the bottom of a deeper gulf than ever before."²⁵ Times were indeed hard in the Pittsburgh area, and the economic fortunes of the college were at a low ebb in 1878. However, it is well to remember that financial exigencies, though significant, are only a part of the story.

The Guardians of the Educational Program

The college had a stroke of good fortune in the addition of Miss Helen Pelletreau to the faculty in 1871. During her twenty-three years on the campus this able and gracious woman held in succession the titles of preceptress, lady of the home,²⁶ acting president, and president; she taught classes in higher English and in political science and history, and probably she did more than any other single person to sustain and advance the work of the early college.

Miss Pelletreau was of French Huguenot descent. Her lineage followed directly from Sieur Charles Pelletreau, physician to Admiral Coligny,

CHATHAM COLLEGE: *The First Ninety Years*

with whom he perished in the Massacre of Saint Bartholomew's Day, August 24, 1572. During the persecution of the Huguenots following the Revocation of the Edict of Nantes in 1685, the Pelletreaus immigrated first to England and later to the English colony of New York.²⁷

Helen Elizabeth Pelletreau was born at Southampton, Long Island, in 1835. As a very young child she was taken to live in the home of a maternal aunt and her husband, William Blair, a lawyer of Westfield, Massachusetts. She attended both the Westfield Academy and the Westfield Normal School, graduating from the latter in 1859.²⁸ It was then that her teaching career began but her education did not end with her graduation. Whether in educational service or "retired" she continued to teach and to learn as long as she lived.

Miss Pelletreau followed the procession of eastern educators into the western country and accepted a teaching position in the female seminary at Xenia, Ohio. While there she had some association with Mrs. Hanna of Washington Seminary. In the first year of the Civil War she went to Fairfield, Iowa, where she taught in the Bell Academy. Some time later she and a Miss Carey, a graduate of the Xenia Seminary, opened a Young Ladies Seminary in Fairfield.²⁹

The year 1870 found Miss Pelletreau in Pittsburgh. She herself has left a statement of the circumstances of her coming to Pennsylvania Female College:

The year when Pennsylvania College opened I was preceptress in the Pittsburgh College on Eighth Street, and at the close of the winter holidays received an invitation to a similar position here. I asked to be released that I might accept, but was told by the president that only marriage or death released a teacher before the end of the year. "Alas!" I said, "I am ready for neither, so I must remain." I wrote declining the offer and was surprised a few days later to receive word that if I would engage to come at the beginning of the second year the position would remain open. This I promised to do, and in the afternoon on September 18, 1871, I came to the College. Little did I dream then that so large a part of my life-work would be done on this spot.³⁰

She was appointed preceptress and instructor in the English language at a salary of six hundred dollars plus board and room; and in 1874 she was paid eleven hundred dollars, a salary which did not include living expenses.³¹

It would almost seem Miss Pelletreau had been "hand picked" for the position to which she came. Through education and experience she was thoroughly competent for the responsibilities assigned to her. She possessed additional personal qualities which were a great asset to the college. Wherever she went she commanded respect. Her students remem-

Progress through Hard Times

ber her as a person of dignity and "firm kindness."³² At formal functions of the college, elegantly attired in a black taffeta gown fashioned with a train, descending the broad stairs, or moving among distinguished guests in the drawing room, "she walked as a queen," they said. When she rode out in her phaeton, her small ribboned bonnet tilted back over her carefully coifed head, her hands at rest in skin-tight kid gloves, which had been buttoned before she left her room, she exemplified the trim lady of the period. When approaching a group of students she would say, "young ladies, position!", and they understood what she meant. Immediately they uncrossed their legs and placed their feet on the floor in graceful position; they moved their shoulders away from the backs of the chairs and held their heads high. Through her precept and example they acquired something of her *savoir vivre*.

When speaking or writing of Miss Pelletreau, her students all say that she was a person of strong character and of intense religious conviction. The reading of the Bible had been a daily practice since her early childhood. She brought to the college a piety, which, deeply rooted in her French Huguenot heritage, was quite compatible with the staunch Pittsburgh Presbyterianism into which she came.

The first seven years, when Miss Pelletreau labored so acceptably as preceptress and teacher, can be seen also as a period of apprenticeship for the later responsibilities transferred to her, when in 1878 she was asked to act as president of the college. Working closely with Dr. Black for four years and with Dr. Strong for three more years, she learned how the institution was operated, and she developed a devotion to it. She also gained some acquaintance with administrative problems.

In March of 1875 Dr. Black told the trustees he had been offered a professorship in Greek at Wooster University and "he felt disposed to entertain the offer." The trustees had reappointed Dr. Black for the year 1875-76 at a salary of two thousand dollars, together with board and room for himself and his family.³³ The offer of a reduced salary should not be considered either as an indication of the trustees' dissatisfaction with the services of Dr. Black or as a factor in his decision to resign. It was known that the trustees felt compelled to reduce expenses. Salaries and wages were being lowered all over the country. The general uncertainty in college finances must have been disturbing to Dr. Black. He must have felt harassed when required to go about asking for subscriptions while his heart and mind were on teaching. The subsequent correspondence reflects the good spirit prevailing in personal relationships at the time. On April 19 Mr. Laughlin, as president of the Board of Trustees, received the following communication:

CHATHAM COLLEGE: *The First Ninety Years*

I hereby tender to the Board, through you, my resignation of the Presidency of the College, the same to take effect on the first of August following. And I beg to assure the members of the Board that I have reached the conclusion after careful reflection, being now fully persuaded that what I propose is for the best interest of all concerned. I make the tender however under a lively apprehension of what it will cost me to be separated from your honorable body, for every member of which I entertain the greatest respect.

I may add that the tender is made with a view to an acceptance of a position offered me, wherein I hope to give myself *wholly* to teaching and to preaching the Word, with more regularity than is possible in my present relation.

Accept, My dear Sir, for yourself assurance of my high esteem.

I am,

Yours most respect'y,

Jas. Black

The board accepted the resignation "with sincere regret," declaring that:

Whilst so doing we desire to express our thankful acknowledgement of the fidelity with which he has discharged the important trust we committed to him at the beginning of the enterprise.

We gratefully record our recognition of the untiring zeal, earnestness, and urbanity which so eminently fitted him for the varied duties which have devolved upon him, that as an educator he has fully met our expectations based upon his previous reputation . . .

And further it is a matter of deep satisfaction to have the assurance that the influence, which Dr. Black has exerted in the religious culture of the many students who have already been brought under his care, has been in the highest degree salutary.

And the Board takes pleasure in expressing their earnest wish for his future happiness and usefulness.³⁴

When the Auditing Committee made its report to the trustees the following October, it was revealed that the college still owed Dr. Black \$1,312. The amount was paid forthwith.³⁵ The trustees did appreciate Dr. Black. But perhaps at the time they did not fully realize how invaluable had been his services in establishing the institution as a functioning college. And perhaps, too, they did not realize they would not be able to fill the vacancy incurred with a president his equal. Considered in the perspective of later developments the failure of the board to act in accordance with the plan approved in May of 1874 and to free Dr. Black from involvement in business problems, that he might devote his attention to teaching and supervising the educational program, seems a grave mistake.

The second president was the Reverend Thomas C. Strong, D.D., who at the time of his election was president of Wells Female College at

Progress through Hard Times

Aurora, New York, and pastor of the Presbyterian church in that place. He came to the college "with a fine record of past success to confirm the testimony of his eminent qualifications for the responsible position."³⁶ His salary was three thousand dollars plus home and board for himself and family, including his wife and three children.³⁷ The board did not have resources to warrant giving such a salary.

Dr. Strong was with the college three years. Change in the presidency did not result in any abrupt change in administrative policies, for the Board of Trustees was really at the helm of the institution. The new president had come into a difficult position, a situation in which there was no improvement during his incumbency. That is not to say that he was a failure. In addition to his administrative responsibilities he taught classes in mental and moral philosophy, aesthetics, literature, and history, and he was considered an excellent teacher. On occasions he preached in the pulpits of the Third Presbyterian Church and the Wilkinsburg Presbyterian Church.

During the first two years relations between the president of the college and the trustees were amicable. The president reported reasons for encouragement³⁸ and, for the most part, recommendations he made were adopted by the trustees. Examining committees reported satisfaction upon their visits to the campus. It was on the president's recommendation that the trustees voted to grant the mistress of philosophy, M.P., degree to students graduating in what was called the "English or scientific course." The substitution of modern languages for the requirements in the ancient languages was the only distinction between this course and the classical course, at the completion of which students received the degree of Bachelor of Arts.³⁹

Through the efforts of Dr. Strong the Alumnae Association of the college was organized in 1876.⁴⁰ Including the class of that year, there were forty-eight graduates. The stated purpose of the association was to promote the interests of the college and of education in general, and to foster fellowship among members.⁴¹

By January of 1878 there appeared to be uneasiness on the part of both the Board of Trustees and the president. It was rumored that Dr. Strong was looking for another position. In the preceding summer, when the trustees had been working to relieve the college of its financial plight, they asked him for a subscription of one thousand dollars to be deducted from his salary of 1876-77.⁴² Evidently the suggestion was not received happily. At a meeting in the following January the trustees resolved that, "in as much unexpected changes in the faculty are injurious to an Education Institution," the Committee on Faculty and Studies should inquire of

CHATHAM COLLEGE: *The First Ninety Years*

the president whether any changes in personnel were contemplated. At the same meeting verbal instructions were given "to arrange for a change in the presidency of the faculty for the coming year." Replying to the inquiry in conversation with one of the trustees, Dr. Strong stated that he was not aware of any changes contemplated and neither did he himself have any thought of change.⁴³

On March 16 Mr. McKnight, chairman of the Committee on Faculty and Studies, wrote Dr. Strong to the effect that if he, Dr. Strong, had resigned, it would have saved the board "some embarrassment and unpleasant duty . . . for I am instructed to kindly notify you that it is thought best for the interest of all concerned that your relations with the College should terminate with the current school year. We give you this early notice that you may have ample season and opportunity to look about and arrange for the future. . . . I suggest that the situation need not be made public, unless you so desire. And I hope our relations, so long as they continue, may be pleasant and cordial."⁴⁴

Dr. Strong considered the letter an announcement of an accomplished fact. On the last day of May the Board of Trustees expressed regret that Dr. Strong had regarded their previous action as depriving him of the opportunity to present his resignation. They notified him of their readiness "to hear from him any statement he may wish to make before further action is taken."⁴⁵

On June 5 the board received the following communication:

Dear Brethren,

You will allow me the privilege of returning my most sincere thanks for your official interpretation of a former action, as it has relieved my mind and heart of a great sorrow most keen and lacerating . . .

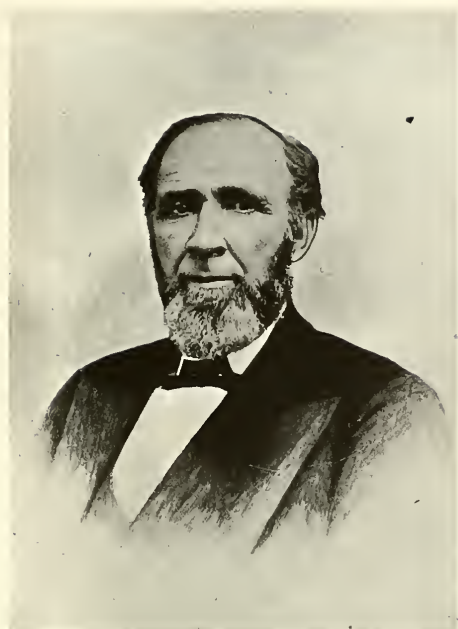
I gratefully accept this declaration . . .

Those of the Board of Trustees who were present at the meeting held in September, 1877, will bear me witness that I then said, if at any time the Board desires my resignation I was ready and willing to accept it. In accordance with your request, I hereby tender my resignation . . .

I have no other statement to make other than an earnest desire the institution may enjoy the fullest prosperity and that the richest blessing of our Covenant God may ever abide with each and all the members of your honored Board.

Yours in Christian Brotherhood,
Thomas C. Strong⁴⁶

The records furnish no additional information concerning the circumstances of Dr. Strong's leaving. Financial problems could have been at the root of the differences between him and the board. The general impression was that Dr. Strong was extravagant in the use of college money.⁴⁷



LEFT: *The Reverend James Black, D.D., first president of the college, 1870-75*

BELOW: *Class of 1888: front row (l. to r.), Elizabeth Simpson, Dorcas Beer, Martha Lockhart; back row, Alice Stockton, Elizabeth Kirk, Hetty Boyle, and Elizabeth Boale*





Girls in tennis costumes on the stairs of Berry Hall (circa 1885)

Progress through Hard Times

He entertained lavishly. Though times were hard, he seemed unwilling to make any personal financial sacrifice.

The Course of Study

As president of the faculty, Dr. Black in his day, and later Dr. Strong, was *primus inter pares*. Each was teacher as well as administrator. Likewise, Miss Pelletreau while preceptress or lady of the home was also a teacher. As teachers and as supervisors of the course of study, they rendered their most valuable services.

At the close of the second academic year the college curriculum was reorganized into a four-year program, and requirements were modified, "to bring graduation and a degree within the reach of a larger proportion of pupils."⁴⁸ The catalogues of 1872-75 indicate a considerable lowering of the grade of work required in Latin and mathematics. The four years of college Latin included: grammar; Caesar, Nepos, and prose composition; Virgil and composition; Horace and Cicero. The offerings in mathematics were algebra, geometry, and astronomy.

The remaining courses of the reorganized curriculum appear to be of a much higher grade. There were four years of Bible study. Logic and mental philosophy were taught in the junior year, and mental and moral philosophy and Butler's *Analogy* in the senior year. Four years of history were offered. Physics, chemistry, and botany were offered as natural sciences. There were four years of English: two years of composition and rhetoric and two of literature, including the study of Milton and Bunyan in the junior year and Chaucer, Spenser, and Shakespeare in the senior year. Three years each of Greek, French, and German were offered as optional subjects. Courses in music and art also were optional.

In 1872 a post-graduate course was provided for those who wished to continue in college. Subjects offered as post-graduate work were Anglo-Saxon, advanced studies in classical and modern literatures, trigonometry, calculus, geology, political science, and political economy. At the same time a preparatory school was established "to enlist pupils of younger ages, that they may be the better trained and fitted for the College course."⁴⁹

Requirements of a higher grade in both Latin and mathematics were restored to the college curriculum in 1876. For some time thereafter Latin requirements for the A.B. degree were: Virgil, prosody, and Roman antiquities in the first year; a semester of Cicero and prose composition and a semester of Horace's *Odes* and the theory and structure of Latin verse in the second year; and Horace's *Satires* and *Epistles* in the junior year. Trigonometry was listed in the college curriculum. Other new courses

CHATHAM COLLEGE: *The First Ninety Years*

offered were Guizot's *History of Civilization*, the philosophy of history, and aesthetics. Additional offerings in the post-graduate course were: international law; the theory, history, and practice of architecture; and literature of the Bible, including its languages, history, rhetoric, poetry, its ethics, and its inspiration.⁵⁰

In 1875 it was thought a three-term year might be better suited to the educational program than the customary two-term year. At the time those suggesting the change were able to advance almost all the reasons which have been given in later years whenever the three-term year has been considered. They wished to avoid the serious interruption of a term's work by the vacation at the holidays. They thought the change would strike the patrons favorably, in that the cost of board and tuition would seem less formidable if divided into three installments instead of two. And furthermore, they hoped to obtain more pupils at the beginning of the calendar year.⁵¹ Accordingly, in the year 1875-76 the first term began September 8 and closed before the winter holidays, the second term began January 5 and closed before the spring holidays, and the third term extended from April 5 to June 20. Evidently not all of the benefits hoped for were realized by the new division. In the three years following a distinction was made between the educational and the financial year, the former being divided into two terms or semesters and the latter divided into three terms. This distinction was dropped from the catalogue of 1879, and since that time the semester system has prevailed.

In appraising the educational services of an institution, more significant than the names of the courses are the content of those courses, qualifications of teachers, and emphasis in the educational program, and finally the fruits of all of these factors in the lives of the students. These are matters which for the most part are not recorded directly. It will at least be worthwhile to learn what was intended by the teachers in the fields of language and literature, Bible and philosophy, the natural sciences and mathematics, history and political science and in the fine arts. In some of these fields there is appreciable evidence of what was being done during the early years.

Latin was the language required for the A.B. degree. Greek or a modern language might be carried along with Latin. To graduate, a student had to study some foreign language for three years. Dr. Black taught classes in higher Latin and Greek. Each year one or more of his associates taught the lower classes in Latin, and, after Dr. Black left, the Reverend S. M. Henderson, A.M., taught higher Latin and Greek. The oral examinations given at the close of each term give some indication of what had been going on in the classes. Comments on these examinations recorded in the Pitts-

Progress through Hard Times

burgh papers are pertinent. A reporter of the *Presbyterian Banner* wrote, "Dr. Black himself labors hard in the classroom, and his examinations in Old English and in Latin and Greek languages are models of excellence in the method of instruction and in the enthusiasm which he unconsciously inspires in his pupils."⁵² Commenting on the same examinations, a reporter of the *Pittsburgh Commercial* writes, "If it be the secret of successful teaching to inspire the pupil with a love of knowledge for knowledge's own sake, then we may commend the Pennsylvania Female College. . . . we have never known classes (and especially, if we may say it, classes of ladies) which showed as much delight in fixing the accent of a Greek verb or digging up the root of a Latin noun, as the ladies of the College exhibited yesterday."⁵³ Dr. Black was chiefly concerned with the students. That was the work he enjoyed most, and it was the work for which he had been brought to the college.

Most of the teachers of the modern languages during this period were musicians as well, and they sometimes taught both a language and music. Mme Maud Christiani, whose husband taught in the music department, was herself an accomplished musician as well as linguist, and she taught both French and German. Later the classes in those languages were taught by the Reverend H. E. Lippert, M.A., who taught piano as well. One year the health officer, Fraulein Mathilde Greb, M.D., taught the modern languages. The catalogues of the period indicate that in the study of both languages grammar, etymology, and pronunciation were stressed during the first year. In the second and third years composition and conversation in the languages were combined with the history of the literature and study in the works of classical authors.

Courses in the Bible and philosophy were taught by Presbyterian ministers. Dr. Beatty taught Biblical history and evidences of Christianity. Dr. Gillespie of the East Liberty Church taught mental and moral philosophy. When Dr. Strong came to the college, he took over the classes in philosophy and taught history too. The reporter of the *Pittsburgh Commercial*, writing of the term examinations, made special mention of evidences of the training of the mind "to accurate analysis" and "to the habit of exhaustive thinking and reasoning."⁵⁴

This was a time when in the best colleges and universities of the country careful attention was given to teaching of the natural sciences by lecture, experimentation, and recitation. In this respect the college was abreast of the times. The laboratory work of each individual student was graded on four points: accuracy of observation, correctness of calculation, neatness of record, and concise statement of results reached. The trustees sought to provide able teachers in the field of science. In succession they

CHATHAM COLLEGE: *The First Ninety Years*

brought to the college: Professor W. L. Rankin, A.M., who had been assistant president of Carroll College in Waukesha, Wisconsin; Professor William H. Burroughs, A.M., of Princeton; and Miss A. E. Wadleigh.

An interesting comment on the examinations in the sciences held in June of 1874 is printed in the *Presbyterian Banner*. The reporter, the Reverend S. F. Scovel, declared that he had noted "an amazing advance in methods":

I was inclined to rub my eyes and question my identity when I saw a bevy of girls behind batteries, retorts, and pneumatic troughs, and models and optical instruments. Quantity and quality in Logic I had always supposed girls equal to; but to see them tear out quantity and quality from the concealing composites of nature was a decided novelty. . . . The examination in botany was a refreshment for the eye and a stimulus to the mind. . . .⁵⁵

As was customary in most colleges for women at the time, the fine arts of instrumental and vocal music, drawing, and painting, though optional subjects of study, were given a place of importance on the campus. A full four-year program of instruction was offered in piano and voice together with theory. At five-week intervals throughout the college year a general rehearsal of all music students was held in the gymnasium on the third floor. A *Soiree Musicale*, "in which only the most talented and painstaking students had the honor to participate," was presented in the chapel three times a year, at Christmas, Easter, and commencement.⁵⁶ Those programs attracted many visitors from the city as well as the faculty and students. On many other occasions, such as the oral examinations given at the end of a term, class day exercises, and graduation, music formed a part of the program. Everybody in the college shared in the enjoyment of its music, not only as a listener, but at times as a participant, for attention was given to group singing. In 1876, G. Walter Dale, was scheduled to give each week three special exercises in vocal culture and elocution for the entire college. And the singing of hymns was a part of the daily devotional exercises.

The trustees brought some fine musicians to teach at the college. In June, 1871, the Reverend S. F. Scovel went East in search of a competent professor of music.⁵⁷ He engaged Professor Adolph F. Christiani, an accomplished musician and teacher, and also a composer and a writer on musical subjects. Professor Christiani had had his early musical training in Germany and later study in England. When he came to this country, he first taught in Poughkeepsie, New York.⁵⁸ As he and Mme Christiani lived on the campus the two years they were at the college, they provided a great many musical treats. Sometimes they played duets and two-piano numbers, and sometimes the professor played his own compositions at

Progress through Hard Times

the *soirees*. He later published *Principles of Expression in Pianoforte Playing* (1886) in which he paid tribute to his students and which was widely used as a textbook.⁵⁹

From 1873 to 1875 another musician who had attained eminence in this country and abroad was brought to the college. She was known professionally as Mrs. Sarah Brannan-Hershey. A native of Lancaster County, Pennsylvania, she had studied music first in Philadelphia and then in New York. In 1867 she went to Berlin, where for three years she studied voice and piano at the conservatory, declamation with a renowned elocutionist, and gesture with the royal court actor. Next she went to Milan for the study of operatic singing and to London for oratorio and English singing. She returned to this country in 1871, planning to open her own school in Chicago, but was prevented at the time by the great fire of that year. So, instead, she taught music at Packer Institute in Brooklyn. "Upon receiving flattering offers to take charge of the vocal department of Pennsylvania Female College in 1873,"⁶⁰ she came to Pittsburgh. While here she and Professor Lippert, who taught piano, provided musical offerings of a high order. In 1875 she left the college to carry out earlier plans to have her own school in Chicago. The Hershey School of Musical Art for many years was considered the finest institution of its kind in the Middle West. Mrs. Hershey's last years were spent in Paris and London where "her musical entertainments were considered fetes of artistic elegance."⁶¹

Undoubtedly the students received superior musical instruction during most of this period. Furthermore, the college community enjoyed delightful musical entertainment, and probably there was an improvement in musical taste on the campus. It was regrettable that the Christianis or Mrs. Hershey did not stay with the college longer, not only because of the excellent quality of their work, but also because frequent changes in the personnel of the faculty contributed to the general atmosphere of uncertainty. Nevertheless, the students who came under their tutelage must have benefited immeasurably.

An especially gifted student at the college 1873-76 was Kate Wheat, who had a beautiful voice. The students, in fact everyone on the campus, loved to hear her sing, and she favored them on every possible occasion. Mrs. Hershey must have given her just the right training to start her on her career. At the close of her junior year she left college to study abroad. For many years her friends of PFC followed the accounts of her activities with great personal interest and pride, for as a professional singer Mme Rolla, to her PFC friends "our Kate Wheat," was widely acclaimed in this country and abroad.

CHATHAM COLLEGE: *The First Ninety Years*

In the spring of 1893 Mme Rolla came back to this country and was entertained at the college. It was reported that had it not been for the burning of the Metropolitan Opera House she would have appeared there that season under the Abbey management. Upon returning to Europe, she first went to London to fulfill lyric engagements,⁶² and then to the larger cities of the continent, where she continued in operatic roles for a number of years.

The early instructors in art, Miss Helen Lamon, 1870-75 and Miss Agnes Caldwell Way, 1875-84, had been trained at the Pittsburgh School of Design for Women. That school had been opened in 1865 to train young ladies in the practice of art and in the knowledge of its scientific principles, with a view to qualifying them to instruct others in a careful art education.⁶³

Miss Way was first educated at the Edgeworth Seminary and later studied in Paris for two years. During the nine years she was at the college Miss Way taught drawing and painting and steered her students into classes which introduced them to a wider range of fine arts. The catalogue of 1876-77 presented a proposal for a four-year program in the arts, including the formative arts of architecture, sculpture, drawing, painting, and the various forms of industrial arts; the sounding arts of music, poetry, literature, and oratory; together with regularly appointed classes in aesthetic philosophy and history of each of the fine arts. The essentials of this program were realized to an extent in the years that followed.

Miss Way was an artist recognized over the country. Her painting "Three Hickorys" was exhibited in a group of paintings by Whistler and Joseph Woodwell in Philadelphia. In her long life of over a century her paintings were exhibited in Boston, New York, New Orleans, and Chicago, as well as in Pittsburgh. Her "Stony Creek" was admitted to the first Carnegie International Exhibit in 1896.⁶⁴

The first of the students to be started, while in college, on her way to a lifetime career of painting was Minnie Sellers, a student of Miss Lamon, who entered the college the day it was opened and was a member of the first graduating class. After graduation she went to Europe where she studied six years. Upon returning to this country, she established her studio first at Laughlintown, Pennsylvania, and later in Pittsburgh. Miss Sellers was a member of the Women's National Association of Painters and Sculptors, and she exhibited her paintings in the Corcoran Gallery, Washington, D. C., and the Chicago Art Institute.⁶⁵

Progress through Hard Times

Those Who Came to Learn

During the years 1871-78 the majority of the students came from the Pittsburgh area, but each year some were from more distant places in Pennsylvania and from other states. The student body of those years included girls from West Virginia, Maryland, New York, Maine, and North Carolina, and from Ohio, Indiana, Illinois, Iowa, and Missouri.

No records remain to tell how people from these distant places knew about the college. One of the favorite stories of the period tells how two girls from Upper Sandusky, Ohio, happened to come. They were bright girls who had advanced as far as opportunities in their vicinity afforded and were desirous of higher education. Their parents had heard of Pittsburgh Female College, a Methodist institution, for Upper Sandusky was a Methodist community. So arrangements were made to enter the girls in that college in September of 1875. The father of one of the girls, a banker, escorted them to Pittsburgh and to the college which was located downtown on Eighth Street, between Penn Avenue and the Allegheny River. It must have been a dreary day. The place seemed cheerless, and the girls were sad. After paying their fees, the banker left his daughter and her friend to unpack their trunks and settle down to a new way of life, while he made a call on a business acquaintance, Mr. George A. Berry. He happened to speak to Mr. Berry of the dismay he felt at leaving the girls at the college. Mr. Berry seized upon the opportunity to tell him of another college, where "liberal outlay had been made to render the students comfortable and happy," a college in the East End of the city, in pleasant seclusion, and offering excellent educational opportunities to young women. The banker returned to Pittsburgh College, determined to have the girls transferred to "Mr. Berry's college." President Pershing willingly returned the money that had been paid. The trunks were quickly repacked, and the girls with bags and baggage transported to the college on the hill. A recommendation from Mr. Berry assured them admittance, and by evening Grace Watson and Mary Robbins were enrolled in the junior class at Pennsylvania Female College. Mr. Watson returned that night to Upper Sandusky to report to his wife and to Colonel and Mrs. James Robbins of the fortunate turn of events.⁶⁶

The turn of events was fortunate for the college as well as for the girls. Grace Watson and Mary Robbins, according to all later reports, were happy in college. When the *Alumnae Recorder*, the official organ of the Alumnae Association, was first issued in 1883, Mrs. Samuel C. Warmcastle, *nee* Grace Watson, was editor, and Mrs. William S. Miller, *nee* Mary Robbins, was editor of the second number in 1884. In the years that followed their names appeared frequently in the *Recorder*. They

CHATHAM COLLEGE: *The First Ninety Years*

were active in promoting the cultural climate of Pittsburgh, they attended alumnae meetings faithfully, and they were among the leaders in efforts to raise scholarship and endowment funds. In 1900, at the request of the alumnae to be given a representative on the Board of Trustees, Mrs. Miller was chosen the first woman trustee, a position she filled ably. At the time of her death in November, 1924, her friends, led by Mrs. Warmcastle, initiated the Mary B. Robbins Miller Memorial Scholarship Fund,⁶⁷ a memorial quite befitting the life of Mrs. Miller and, to this day, a means of helping needy students to a college education. With the death of Mrs. Warmcastle in April of 1925, the college lost the second of these lifetime friends and loyal alumnae.

These young ladies from Upper Sandusky, Ohio, may be considered as representative of the students of their college. If it is asked whether a PFC student type had evolved by this early time the answer may be found in a sampling of the graduates from 1873 through 1878, attempting to discover their attitudes and their reactions to the college.

In her valedictory address in 1873, Mary Renshaw, on behalf of her classmates, expressed appreciation to the trustees and faculty for affording them the means to a college education. She thanked the trustees for their liberality and kindness. On the part of Mary Renshaw that was not mere lip service. She knew first hand of some of the sacrifice which had made that liberality possible. She did not take for granted the devotion of members of the faculty, but recognized their fidelity.⁶⁸ Later correspondence from Mary Renshaw Chislett, written from her home in the West, records her abiding interest in her college.

Nettie Jamison of Cadiz, Ohio, and Jennie Wallace of New Brighton, though they attended the college only one year, were graduates of the class of 1875. In his report to the Board of Trustees Dr. Black stated that, "their success in their studies and their standing in their class have been such as to entitle them, in the judgment of the faculty, to special mention in this report."⁶⁹ In the columns of the *Recorder* Miss Wallace is undoubtedly best known as "Aunt Jennie," author of delightfully whimsical stories, written as letters to her many "nieces and nephews," children of the alumnae.

When Nettie Jamison's father took her to the college, he arranged for her to attend the best lectures, concerts, and exhibitions in the city. Thereupon this young lady began what became a lifetime habit of seeking for the best in public address, literature, and the arts. Nettie Jamison, who became Mrs. William H. Vincent soon after her graduation, wife of a minister, active in church affairs, and a mother, found time to be president of the Alumnae Association, to write for the *Recorder* on many

Progress through Hard Times

occasions, and always to lend support to her alma mater in its needs. Her long record of Christian living of the finest quality stands as a shining monument of the early college.⁷⁰

Agnes and Lillie Pitcairn of the class of '77 came to the college on the opening day and went through both preparatory and college courses. As Mrs. Omar Decker and Mrs. Charles L. Taylor they were active in alumnae affairs as long as they lived. In the library are two very fine collections of books given by the Pitcairn sisters, the Florence Isabel Holmes Davis collection and the Taylor collection. In 1909 Mrs. Decker started a Permanent Reference Library Fund as a memorial to her lifetime friend Florence Holmes who had graduated from the college in the class of '75. She gave a collection of reference books together with a sum of money contributed by herself and other close friends of Mrs. Davis. The next year she turned the money in the fund over to the Board of Trustees, with the request that the income "be invested in books each year forever."⁷¹ At the same time Mrs. Decker presented the library with a book plate "In memory of Florence Isabel Holmes Davis," asking that each book bought bear a copy of the plate. Those books have been an invaluable addition to the library.

The Taylor collection of over one thousand volumes was given in 1927 and placed on the shelves of the Browsing Room of the James Laughlin Library when it was built in 1931. Of this collection Miss Harriet D. McCarty, of the class of 1897 and librarian of the college at the time the collection was given, has said, "the limited editions of standard authors are outstanding examples of good bookmaking. Most noteworthy is the Voltaire in forty-two volumes . . . Motley's Dutch histories, bound in rich leather, have a unique design of tulips and windmills tooled upon them. There are several sets conspicuous as to format—the paper, type, and general make-up being perfect of their kind."⁷² The thousands of students and other people who have used these books would testify to the value of the collection.

Mrs. Taylor gave, at the same time, a large chest of fine linens, beautifully embroidered luncheon cloths, dining table cloths, and buffet sets, which has "added a touch of luxury to an environment that had been bounded by necessities, and such a touch was a joy."⁷³ Ever since, these exquisite linens, when used for teas and dinners in Mellon Hall, in Woodland or Berry halls, have been greatly admired by the college family and guests.

This is but a very small sampling of the first 77 graduates of the college. It could not be claimed that the record of any one of them has been duplicated by that of any of the others, for each was an individual. Then, was

CHATHAM COLLEGE: *The First Ninety Years*

there a PFC type? The answer is *no*, not in the sense of rigidly conforming to a pattern; the answer is *yes*, in the sense of displaying like attitudes. Like Mary Renshaw, most of them felt appreciation of the education they had received and after graduation showed their feeling in their service to the college. Like Nettie Jamison, they valued the true and the beautiful things of life. Most of them exemplified the virtues of Christian living. As students and as alumnae there was a feeling of solidarity among them which they cherished.

Graduation from the college during the early years was quite significant, both because of the achievement implied by the degree and also because the granting of degrees to young ladies was still unusual. This significance was emphasized by the program of events during commencement week, all of which were attended by large numbers of friends and patrons of the college as well as by the families and friends of the graduates. The youthful charm combined with the high seriousness of the graduates and the loveliness of the campus in June heightened the attraction to the various functions.

First in the order of events was the baccalaureate service on Sunday, held in one of the neighboring churches, and attended by the trustees, faculty, and graduating class, as well as by the regular congregation of the church. As a courtesy to the college the president was asked to preach the sermon. On Tuesday evening the music department presented its students in their most finished work at the recital in the college chapel. Graduation exercises also were held in the chapel, when each graduate read the essay she had composed as a culmination of her studies and the degrees were conferred. The graduates were honored that evening at a reception held by the president of the college.

Each commencement had a certain distinction, something for which it was remembered especially. Perhaps the best remembered note coming from the first graduating exercises was that of the tenderness in the voice of Dr. Black, when, upon conferring the degrees, he said of the six graduates, "They're all my daughters."⁷⁴ The graduation exercises of the class of '76 were festive, in keeping with the spirit of the national celebration centering at Philadelphia. The halls of the college were decorated with flags and evergreen, and the Eighteenth Regiment Band furnished music. Of course the fourteen graduates read their essays, and, to their joy, Dr. Black had come from Wooster University to deliver their commencement address. This centennial class has left a lasting memorial on the campus, a stone flower urn, inscribed with the dates 1776-1876 and the motto, *Via Trita, Via Tuta* (the well-trodden path is the safe path). The class of '77 should be given special mention on at least two points. First, being

Progress through Hard Times

twenty in number, it was the largest class to graduate up to that time and also for years ahead until 1912, when the graduating class numbered twenty-two. Second, at the very splendid reception given the class by Dr. and Mrs. Strong, where it was said there were nine hundred guests present, the Eighteenth Regiment Band furnished music, and dancing was kept up to a late hour.⁷⁵ There was dancing at the college in the early years, although it was not customary.

Something should be said of the later activities of the first two presidents. Dr. Strong had endeared himself to the students of his day, as had Dr. Black in the earlier years. Upon leaving the college in the summer of 1878, Dr. Strong moved with his family to Allegheny City, where he opened a school for young ladies, and in which he continued for about three years. Then he returned to his former home in western New York.⁷⁶ Dr. Black was professor of Greek and vice president of the University of Wooster until his death near the end of December, 1890. In January, 1891, shortly after his death, the trustees of Pennsylvania College for Women⁷⁷ adopted the following minute:

Dr. Black presided over this institution from its organization in 1870 until 1875, beloved, admired, and esteemed, by scholars and faculty alike. His relations with the Board of Trustees were most cordial and kind—founded as they were on mutual confidence, love, and esteem.

Dr. Black was born, not made an instructor,—thoroughly fitted by education and experience for training youth . . . Such men are rare and it is with a sense of peculiar loss that we say of him as an educator, "We ne'er shall look upon his like again!"⁷⁸

It should be remembered that Dr. Black had held administrative offices at three institutions other than Pennsylvania Female College: Washington and Jefferson College, the University of Iowa, and Wooster University. Many tributes of esteem for Dr. Black were expressed by students, teachers, and administrators of the institutions he had served. Of these none better expresses the essence of his life than does the restrained and direct statement made by his daughter Elizabeth, the "Lizzie Black" remembered affectionately by her fellow students of the first class of Pennsylvania Female College:

He was one of the men who incorporate humble and devout Christian faith in a soul which was pure Greek in its love for the language and literature of that remarkable people. He not only loved Greek and knew how to teach it, but he knew also how to fill his students with an enthusiasm for it.⁷⁹

After commencement in June of 1878 the Board of Trustees reappointed Miss Pelletreau to her position as preceptress and teacher of political science and invested her with the authority of acting president,

CHATHAM COLLEGE: *The First Ninety Years*

until the vacancy could be filled.⁸⁰ Miss Pelletreau had not been blind to the circumstances under which Dr. Black and Dr. Strong had labored. She knew that from the beginning of her connection with the college it had been difficult to secure funds needed to keep the institution in operation. She knew a recent effort to raise a subscription of ten thousand dollars had failed.

What could be the assets on the balance sheet that prompted her acceptance of the offer? First of all must be mentioned the campus, the favorable location and the physical plant, a basic consideration. Just as important was the eight-year record of success in the educational program. The alumnae, seventy-seven strong, were a reminder of what had been done by the college and likewise of what might be done in years ahead. Furthermore, they were organized in a purpose to support their alma mater. Also several members of the faculty with whom she had worked were continuing at the college. Not the least in the list of assets was the Board of Trustees, most of whom had been founders of the college. They were led by men who would not give up readily.

In days abounding in discouragement, it took a person of Miss Pelletreau's calibre to recognize the potentialities of these assets. With a sense of trust handed down from all those who had labored for the college in the past, with confidence in the people with whom she would be working, firmly convinced of the importance of education for young ladies, and girded with a personal faith that worked, she entered upon the responsibilities which were hers, by the authority invested in her by the Board of Trustees.

CHAPTER FIVE

Forward by Faith and Work

1878-94

Miss Pelletreau, in later years, referred to the summer of 1878 as a time she did not like to recall.¹ She could never forget that the college was then in such a financial condition that there was serious doubt as to its survival. Yet, under such circumstances, the assignment that she act as president, until the office could be filled, probably was the most challenging opportunity of her life.

The immediate outlook was grim. In the preceding three years indebtedness had increased, and the contributions to the college had become fewer, smaller in amount, and more difficult to collect. Complaints of extravagance in Dr. Strong's time were heard on all sides.² The elaborateness of entertainment at the president's reception for the class of '77 seemed excessive. Before the end of that year two mortgages had been saddled upon the college property, the first for thirty thousand and the second for five thousand dollars.³ Later reference to a floating debt of ten thousand, eight hundred fifty dollars, "incurred during Dr. Strong's administration" was recorded.⁴

Firm Resolution

Miss Pelletreau promptly took upon herself the task of saving the college. Faculty and trustees were with her in the enterprise. They faced the situation squarely; the strictest economy was imperative.

The trustees worked to reduce expenditures wherever possible and to bring in more money. The greatest saving came by drastically lowering all salaries. For her year's work Miss Pelletreau accepted seven hundred dollars together with room and board for herself and her mother. In comparison with the three thousand paid annually to each of the first two presidents, her salary constituted a substantial saving. Dr. William J. Holland, pastor of the Bellefield Presbyterian Church and a trustee since 1874, taught the ancient languages, 1878-80, gratis.⁵ Dr. Beatty

CHATHAM COLLEGE: *The First Ninety Years*

continued to teach evidences of Christianity, as long as he lived in Pittsburgh, for two hundred and fifty dollars per year; and the Reverend Samuel J. Fisher, pastor of the Swissvale Presbyterian Church, taught mental and moral philosophy and a class in history for two hundred dollars. When Dr. Beatty had to leave in 1880, his class was given to Dr. Fisher. Dr. King, who continued to give his weekly lectures on anatomy and hygiene, and Dr. T. D. Davis, who took over the work in 1880 after Dr. King's death, each received only a "thank you" from the college. Instructors in art and music were compensated by a percentage of the fees paid by their students, and the instructor in modern languages was given a home and the receipts of her department up to two hundred dollars.⁶ These very low salaries were continued until 1880⁷ when moderate increases were granted.

Economies and sacrifices soon brought relief from the most oppressive financial burdens. The rising indebtedness was checked the first year. In June of 1880 it was recorded that the ratio of current expenses per capita had been reduced and the revenues increased, and the condition of the property, especially the interior appointments, was better than ever before. Two years later a floating debt of ten thousand dollars was paid, and the second mortgage lifted.⁸

It was not long before the trustees came to recognize the competence of Miss Pelletreau. She kept in close touch with the board, attending meetings whenever invited, sending them detailed reports of the state of the college semi-annually, and offering suggestions as well as acting upon those made to her. In January of 1879 "gratifying improvement in discipline and scholarship, as well as financial improvement," was recorded.⁹ The trustees did not fail to recognize their own part in turning the tide of threatening ruin. In June of 1879 Major Frew, on behalf of the Executive Committee, congratulated the board upon "the highly satisfactory progress made by the college during the year."¹⁰ At the close of the next year the trustees expressed "appreciation to Miss Pelletreau and her co-workers for their fidelity and successful work."¹¹ When her report was read in February of 1881, the secretary was asked to convey to her the confidence of the board in her management of the college,¹² and in the following June, "in view of Miss Pelletreau's very efficient and successful management during the past three years," it was agreed by unanimous vote that her title be changed from "acting president" to "president of the faculty."¹³

The college had been saved not alone by good management and economy on the part of the president and the trustees, but also by the personal devotion and self-sacrifice of members of the faculty. Expenses had been

Forward by Faith and Work

reduced in large measure at the cost of pitifully low salaries, or no salaries. In speaking of these lean years, Miss Pelletreau said later, "We were most fortunate in having as helpers those who made their daily employment less a trial than a privilege."¹⁴ And so indeed the college was saved. But, saved to what real purpose? Did results justify the faith and work of Miss Pelletreau and her co-workers? From the point of view of the present day—yes, certainly! But what of the immediate years in which they continued to labor? Did the college merely keep alive traditions? Did it provide a good way of life for those who came to learn in the 1880's and for those who taught them? What was taking place in the classrooms and laboratories, in the art and music rooms, in the lives of those who made up the college community? And what were the returns to the community of Pittsburgh and beyond?

The Liberal Arts and Sciences as Taught in the 1880's

In Miss Pelletreau's time the college remained small. During the first year she was in charge, only thirty-five students were enrolled in the college and twelve in the preparatory department. The average enrollment for the sixteen years of her incumbency was sixty-two in the college and sixty-six in the preparatory school.

The faculty was correspondingly small, and most of the members were with the college a good while. Dr. Fisher, who joined the faculty in 1878, remained until 1900, and from 1914 to 1916 was back teaching daughters of those who had been in his first classes. Professor Gittings came in January of 1879 and remained thirty years. Miss Pike, who came in 1880, was with the college seventeen years. These three together with Miss Pelletreau became a part of the college tradition. The people with whom they labored knew them well. So many stories of them have come down through the generations that they are among those who to this day seem to walk through the pages of the college's history. Miss Pelletreau's co-workers were good teachers who gradually raised the level of the course of study.

The curriculum here referred to was that of the college only, with no reference to the preparatory department. Latin and Greek were still considered the most significant subjects offered. Dr. Holland's gratuitous teaching of these subjects in time of need was a gift of inestimable value, for he was known to be one of the most learned men in Pittsburgh. William Jacob Holland was a graduate of Moravian College and of the theological seminary at Bethlehem, Pennsylvania; also of Amherst College and of Princeton Theological Seminary. He was an able preacher and also eminent as a linguist and a naturalist. It is said he spoke five or six languages

CHATHAM COLLEGE: *The First Ninety Years*

and had reading facility in several others. In later life he received recognition for work in zoology and paleontology. In 1891 he gave up his pastorate at the Bellefield Presbyterian Church to become chancellor of Western University of Pennsylvania. When Carnegie Institute was established, Andrew Carnegie chose him as its first trustee, and he was director of the museum of Carnegie Institute from 1898 to 1922. Dr. Holland remained on the Board of Trustees of the college until 1901. In an address given at the celebration of the fiftieth anniversary he spoke at some length of his relations with the college and made specific reference to one of his students, Eliza Wilson, '80, declaring she was the best student he had ever had, and he had had hundreds of pupils of both sexes in his time.¹⁵

It was probably a coincidence rather than a conscious return of the compliment that Mrs. Eliza Wilson McKnight, at the Jubilee Banquet of the alumnae that same year, spoke in appreciation of Dr. Holland's services to the college, saying, "We owe Dr. Holland a lasting debt of gratitude. He was equally at home in art, in science, in literature. He went far afield sometimes for illustrations, and he made us feel that the world was very big and very interesting, and that Latin was more than words on a page—datives, or subjunctives, or ablatives absolute—that it was something beautiful, and interesting, and very much alive."¹⁶

Miss Mary Pike followed Dr. Holland as teacher of Latin and Greek. She did not have his broad learning, but she was thoroughly fitted to teach the ancient languages. She was a graduate of the female seminary at Blairsville, Pennsylvania, where she taught for a number of years before her appointment to the position at the college. Her father was Scotch-Irish and her mother descended from one of Penn's Quaker families. Miss Pike deserves credit for introducing more advanced Latin courses into the curriculum. The *Nineteenth Annual Catalogue*, 1888-89, lists the following offerings for the four years: Livy, Book XXI, *Eclogues* of Virgil and composition; the essays of Cicero, the odes, sepodes, and satires of Horace; Tacitus' *Agricola* and Horace's *Ars Poetica*; the works of Plautus and Juvenal and sight reading. Miss Pike was not a teacher to drive her students, and there were those who sometimes took advantage of her easy ways. When they were not adequately prepared, rather than embarrass them by insisting that they blunder through a passage, she herself would read the original in pleasing accents and then translate the passage in polished phrases. And so they got a feeling for the beauty of the language and literature.¹⁷

Miss Pike and Miss Pelletreau were close friends, and in many ways they complemented each other. They were of different bearing. Miss Pike



Helen E. Pelletreau, acting president of the college 1878-81, president 1881-94



Gateway to the college, the Fifth Avenue entrance at the turn of the century

Forward by Faith and Work

did not have the dignity and elegance of Miss Pelletreau; perhaps she never could have been an administrator, but she had a gift for working with individuals. She was rather dumpy in build, her clothes plain, and her manners mild. Her grey hair was sleeked back and wound into a coil pinned tightly to the back of her head. Her face was round and her eyes shining with the light of human kindness. While the girls admired Miss Pelletreau, some of them stood in awe of her. These girls would go to Miss Pike for sympathetic understanding, for all knew her to be a person of forbearance. Miss Pelletreau spoke of Miss Pike as one "who all these years has been a blessing to this institution, making everyone who comes near her better and happier, with a heart of perennial freshness, full of sympathy and enthusiasm, self-forgotten and of rich charity."¹⁸ Lydia Murdoch, a graduate of '94, wrote: "What memories we have of the periods spent in her classroom! . . . Alas, the days are gone and now the teacher, and we hear her read the ode from Horace, 'Exegi monumentum aere perennius.' And has she not, in the minds she helped to train and in the lives she influenced!"¹⁹

Another revered member of the faculty in long service at the college of the eighties, was the Reverend Samuel Jackson Fisher, who began teaching mental and moral philosophy in 1878. He was a graduate of Hamilton College, where his father, a Yale man and Presbyterian minister, was president. He studied theology at the seminary in Auburn, New York, and in 1870 was called to the newly established Swissvale Presbyterian Church, where he was pastor for thirty-five years. During many of the years when he was preaching and caring for his congregation, he was also teaching the young women at the college and the young men at Western Theological Seminary.

Dr. Fisher taught mental philosophy (called psychology in catalogues after 1892), moral philosophy, history of civilization, and evidences of Christianity. He was chiefly concerned with helping his students "to develop their powers for good." He wanted them to learn to be awake mentally and to grow strong spiritually. He found it difficult, if not impossible, to estimate each student's standing in her class in numerical terms so he graded her according to his own standards of value. If he thought a student honorable and conscientious, and indeed he found most of them to be so, he was unwilling to report a grade lower than ninety per cent. The high grade meant his approval of her development.²⁰

His purpose in life, whether as teacher or pastor, could be expressed by the text he chose for his farewell sermon, upon retiring from his pastorate in 1905, a text from Peter II, 1:13: "Yea, I think it meet, as long as I am in this tabernacle, to stir you up and put you in remembrance."²¹

CHATHAM COLLEGE: *The First Ninety Years*

He is said to have done just that. Many of his students have written of his stimulating classes, and they have remembered his teachings. One of them, Mary Breed, a graduate of '89, refers to his course based upon Guizot's *History of Civilization* as "an eye-opener for us little provincial Americans" and to his classes "on religion and more or less philosophical subjects, in which we actually discussed things, big fundamental questions like good versus evil."²² The students were made to feel they shared with him in making the class interesting, and he was one who considered he gained something from his students. Dr. Fisher's attachment to the college is attested by the fact that when he retired he moved with his family to a residence on Kentucky Avenue within a few minutes' walk to the campus, where he was a frequent visitor.

In 1881 the trustees established a chair of modern literature and English composition and elected to the position Miss Sallie M. Negley²³ of East Liberty, a graduate of Vassar College. Miss Negley, who proved to be a valuable asset to the faculty, remained until January of 1890, when ill health necessitated her asking for a leave of absence.

The "modern literature" taught by Miss Negley was really modern English literature. Classes in French and in German literature were listed in the department of foreign languages. From 1879 to 1882 those languages were taught by Mme H. Walters, who had been educated in France and spent most of her life there. Mme Walters gave excellent instruction in the classroom and supplemented that work at "the French table" in the dining room, where she helped the students to improve their accent and to appreciate French culture.²⁴

Mathematics too was spoken of as "a pleasant subject"²⁵ at this time. Miss Hazlett is mentioned as a teacher "who gave to a mathematical problem all the charm and all the excitement of romance."²⁶ In 1887 Miss Jane B. Clarke, a graduate of the college in the class of '81 took charge of the classes in mathematics and remained with the college almost twenty years. She taught university algebra, plane and spherical trigonometry, analytic geometry, differential and integral calculus, and an extended course in calculus. Eliza Bryant of the class of 1892 has written of Miss Clarke as:

The well-loved teacher, exquisite and precise in dress, reserved and dignified in manner, and yet with a sweet gentleness about her. . . . We can picture her at her desk in the old classroom in Dilworth Hall, where she taught us to solve many baffling problems. Here with her we studied the heavens and learned of the stars.²⁷

Miss Clarke, associated with Miss Pelletreau for a long time, first as a student and later as a member of her faculty, and then continuing to teach

Forward by Faith and Work

under three more succeeding presidents, was one who helped to give stability to the college.

A recollection of the sciences in the 1880's has been written by Mary Breed. After listing the courses taught in the four years, she said:

There was some laboratory or practical work with each science. We got a sort of sample of, or introduction to, a good many fields of science, and probably got as much education out of it as the modern students get from some of their survey courses. . . .

I think Miss Smith, the science teacher we had up to 1888, was a tremendous influence on all of us, as much through character and breeding as through her teaching, though she was a remarkable teacher.²⁸

That is a noteworthy appreciation written by one who after her graduation from the college had gone on with scientific studies at Bryn Mawr and at the University of Heidelberg in Germany, and who had had wide experience in college teaching.

Throughout the period it was "the constant aim of the College authorities to gradually raise the standard of scholarship in the institution and to increase, each year, facilities for obtaining thorough and practical knowledge."²⁹ Members of the faculty had been selected with that in view. A survey of developments in the educational program reveals that the aim had been at least partially realized. To this end the trustees established a standing committee on library and laboratory.³⁰

A library room had come with the Berry property, the room to the right of the front entrance. Initials and dates of the college era, cut with diamonds on the window panes of that room, suggest that the thoughts of some of the young ladies were not always on books. In the era of Miss Pelletreau, however, a definite, concerted effort was made to build up the library collection. In September of 1879 James Laughlin and Major Frew each gave one hundred dollars for the purchase of books.³¹ Dr. Beatty started a gift of the ninth edition of the *Encyclopedia Britannica*, donating the numbers as they were published.³² After his death William B. Negley continued the gift,³³ until the twenty-five volume set was completed in 1889. In the spring of 1881 Miss Pelletreau suggested that each graduate give a book to the library at commencement. For some time afterward it was a custom of the seniors to give books. Just as soon as finances became a little easier, 1883-84, the trustees appropriated \$245 for books and literary and scientific periodicals.³⁴ The following year the students conducted money-making projects for the benefit of the library. A delightful Japanese entertainment put on by the day students netted them \$320,³⁵ and other efforts brought student contributions to \$365.³⁶

When college opened in September of 1886, the library contained

CHATHAM COLLEGE: *The First Ninety Years*

1,074 volumes. From time to time the board appropriated funds and acknowledged gifts from trustees, members of the faculty, and students.³⁷ A library fee of one dollar was charged each student, beginning in 1891. The collection was small, but there was a continuing interest in adding to it. Gifts and appropriations kept the laboratories supplied too. Through the efforts of Miss Pelletreau in the fall of 1879 Mr. William Thaw purchased a collection of fossils and geological specimens for the college.³⁸ The following year "friends of the College" donated anatomical models,³⁹ which had come "by special order from the celebrated manufactory of Doctor Auzoux at Paris." The list included "a lifesize representation of the human body, colored in exact imitation of nature, and capable of being dissected into 2000 pieces; the heart, larynx, hands, and eye three times the natural size, and like the manniken dissectable."⁴⁰ In 1883-84 the board appropriated \$500 for apparatus and materials to be used in the physics and chemistry laboratories and \$290 for a telescope and building for its use. The telescope, made by John A. Brashear, had an aperture of five and one-half inches, with a power of four hundred obtainable.⁴¹ Mr. Renshaw donated a microscope in 1885.⁴² Thus the college was carrying out its aim to provide essential facilities for teaching and science courses.

These courses in the ancient and modern languages and literature, philosophy, mathematics, science, and history made up the larger part of the educational program. The majority of the courses were taken by all students, though some electives were allowed. Classes were small. The teachers generally took their responsibilities seriously, and most of the students were there to learn.

Fine Arts in the 1880's

Along with courses in the liberal arts and sciences students were able to include art and music in their programs of study. The yearly enrollment, including both college and preparatory students, averaged about twenty in drawing, painting, and sculpture and between sixty and seventy in music.

Miss Way, who continued to teach art at the college until 1884, had arranged a systematic order of courses, which was carried on by her successor, Mrs. Fannie B. Campbell. Great attention was given to drawing, for good drawing was considered basic to advanced study in painting and sculpture. The two-fold purpose in the study of art was stated as "the training of the eye and the hand and the cultivation of taste."⁴³

Perhaps no other student of the eighties pursued art more continuously than Margaret Scully. Now Mrs. Harry B. Zimmele, she has written that

Forward by Faith and Work

while a student in college, 1886-91, the studio claimed all her spare hours, and, in more than sixty years since, art has brought her many notable contacts and congenial friendships. At the present time she holds membership in a number of artists' societies in the nation's capital as well as honorary membership in the Associated Artists of Pittsburgh, and has her own studio and herb garden in Great Barrington, Massachusetts.⁴⁴

In the realm of music the college was brought into close touch with the developments in the city. The chief bond in this relationship was Joseph H. Gittings, professor of music for thirty years, 1879-1909, and one who, during those years and for ten more, was a powerful influence in the musical life of Pittsburgh.

Joseph Gittings was born and educated in England. There he first studied music and very early showed a fondness and talent for the art. However, he was apprenticed as a chemist in England and licensed to practice pharmacy in Cork, Ireland. While still a young man he came to this country and settled in Portsmouth, Ohio.⁴⁵

It was fondness for music that, in the mid-seventies, drew Gittings to Pittsburgh, a community of rising musical potentialities. One who has taken the pains to search the sources of the early cultural history of the area has written that, "even when Pittsburgh was a wilderness outpost, there reigned a quiet cordiality through music."⁴⁶ Singing, fiddling, and dancing were favorite forms of entertainment. Among the music enthusiasts of the first half of the nineteenth century the most active was William Evans, a native of England who had sung in the choruses of Handel, and who is said to have organized some ninety singing societies in Pittsburgh and its environs. In his home the Pittsburgh Music Society, directed by Professor John M. Phillips, came into existence. About the same time a similar organization was started in Allegheny City.⁴⁷ During the Civil War musical activities waned but revived when the war was over. In the dozen years following a number of clubs, choral, and instrumental groups were organized under the leadership of competent musicians, of whom the most outstanding were Clement Tetedoux, Carl Retter, Adolph M. Foerster, and John P. McCollum, all contemporaries of Joseph Gittings.

Before joining the faculty at the college, Mr. Gittings had gained a reputation in the city for wide musical intelligence and remarkable performance. Soon after arriving in the city, he spent a summer at Canandaigua, New York, studying piano with William H. Sherwood, a young musician greatly concerned with the development of musical art in America.⁴⁸ Later Mr. Gittings was quoted as saying, "I have learned a great deal by coming in contact with celebrated pianists and by general observation and experience, but William H. Sherwood should be credited with

CHATHAM COLLEGE: *The First Ninety Years*

the greatest part of what knowledge I may possess.”⁴⁹ Mr. Gittings was always a learner. Ever ready to recognize merit in others, he was generous in praise of them. He was always a teacher too. His devotion to music was matched by his love of people and his impelling desire to provide them opportunities to learn more and more of musical excellence. As teacher, accompanist, and impresario, he worked unflaggingly to advance the musical consciousness of Pittsburgh, a milieu in which his college students shared. “What a magnificent figure he seemed to us, as we used to see him climbing the hill each morning in his Inverness greatcoat, with his huge pockets stuffed with sheet music,”⁵⁰ one of them has written. The sight of him coming up the hill thrilled the students, for he was a thoroughly humane, understanding friend and a truly great music teacher—known over the city as “Uncle Joe,” but to them, “Papa Gittings.” His coming was exciting too, because in the bulging pockets there might be tickets for them to attend concerts in the city, the majority of which had been made possible by his arrangements.

Through the years his students numbered several hundred. “There was a time when, if you hadn’t studied with “Uncle Joe,” you simply were considered not to have studied piano.”⁵¹ He had a gift for discovering talent and a faith in his student’s latent abilities. Of every student he expected *work* and his or her *best* performance,⁵² and on those two points he judged the merit of each one. Each year at the last chapel program a gold medal, made from a twenty-dollar gold-piece, was awarded to his college student who made the greatest progress during the year.

Having respect, even affection, for his instrument, he stressed the value of tone quality in playing. In writing of the advantage of the piano as an instrument on which to play polyphonic composition, he said, “it has tone that is beautiful in itself, if you have the means by which it can be produced. The piano does not need to be thrashed for it to give all the tone it possesses. There is a great difference between tone and noise.”⁵³

In the music department of the college during the eighties were also Adolph Foerster, James P. McCollum, and for the last six years of the decade Professor Amos C. Whiting, all teachers of vocal music in the city; and Professor Carl Maeder, instructor in violin. In December and June of each academic year an evening concert was given by members of the faculty and the most advanced students in music and elocution. In the early eighties Estelle Abrams and Eliza Wilson were the most talented piano students, Sara Fredericks the finest singer, and Mary Acheson the best dramatic reader. In the later eighties Jean Acheson, Clara Craven, Pauline Cooper, and Bessie Reed were the outstanding pianists.

The evening concerts attracted large gatherings of music lovers and

Forward by Faith and Work

the fashionably elite of the city. From seven o'clock to a quarter of eight, when the concert was to begin, carriages drew up to the front entrance of the college hall in almost continuous succession.

Music at the college received more than local recognition at this time. A national magazine carried the statement that:

Mr. Gittings' success was sudden and has proved lasting, because founded on sterling merit. For ten years he has been Director of the Music Department at Pennsylvania Female College, and has made that department much superior to many so called conservatories of music. He counts among his students such brilliant performers as Miss Estelle Abrams, now Mrs. William H. Sherwood; Miss Clara E. Craven, who is now in Vienna, studying with Leschetizki; Miss Jean Acheson of Denison, Texas; Miss Lulu Croswell of Adrian, Michigan; Miss Minnie Mohr of Fairfield, Iowa; Miss Bessie Reed of Pittsburgh.⁵⁴

The musical education of the college students was supplemented by their opportunities to attend concerts given in the city by local and visiting musicians, among whom Professor Gittings held a prominent place. He was director and pianist of the Classical Trio, with Carl Maeder violinist and Charles Cooper violincellist, and for twenty-two years organist and choir director of the Third Presbyterian Church. Furthermore, possessing remarkable skill in sight reading and a special faculty for ensemble playing, he was the favorite accompanist in the city. He played the piano for the regular rehearsals of the Gounod and Mozart Clubs, accompanied chorus and soloists of the May Musical Festivals and, on short notice, played the accompaniments of scores of visiting artists.

Still another way in which Mr. Gittings helped to build up the musical consciousness of the community was by bringing concert artists to perform in the city. He brought them, as one has written, "when he knew he would lose, and lose he did,"⁵⁵ financially. After the concerts Mr. Gittings usually held informal receptions in his home for the guest musicians. After one such function, Alexandre Guilmant, French organist, who had given a recital in Carnegie Hall of Allegheny in the fall of 1893, wrote from New York thanking Mr. Gittings for his "delicate attentions."⁵⁶ Meeting celebrated musicians amid the cordiality of the Gittings household must have been an unforgettable experience for many. John Bra-shear, Pittsburgh's eminent astronomer felt this. Declining an invitation to meet Mr. Slavinsky, he wrote:

I am afraid I cannot have the pleasure of going out to your always hospitable reception, homelike and free from the cant and hypocrisy of the so called society affairs I have learned to abominate. I think we all owe you a great deal in giving us the pleasure in meeting these masters of the divine art,

CHATHAM COLLEGE: *The First Ninety Years*

for they always leave pleasurable memories that go to make up the sum of human happiness, alas too little of which is loose in this world.⁵⁷

What his thoughtfulness for others, in all his musical givings, meant to a student of the college is summed up by Eliza Wilson McKnight, forty years after her graduation, when she said, "We learned to appreciate good music, and to enjoy practicing. Among my most cherished possessions is the Scholtz edition of Chopin's *Etudes*, given to me by Mr. Gittings. I often play the etudes, and never without a feeling of affection and gratitude for the teacher whose work was so faithful, whose criticism was so kindly."⁵⁸

The College Way of Living

A quarter century after her graduation, amid the turbulence of the First World War, Mary Breed, recalling the way of living on the college hill during her years as a student, reminded her fellow alumnae that:

There was something almost ascetic about the old days here, an atmosphere of sweet austerity and simple kindliness. And there lingers about the halls and grounds a sort of aroma of lives spent here in quiet devotion to duty, of loyal friendships, of chastened wills and exquisite abnegations, of prayer and praise and meditation.⁵⁹

The program of studies, already described, was of major importance in the college life. Upon admission all students became members of the college family and subject to its regulations. Exhortations given freely were numerous, but actual regulations were few. Though some types of entertainment were not sanctioned, in general the regulations stressed not so much prohibitions as responsibilities. The every-day practices urged upon all students were punctuality, uninterrupted application to study, and the systematic performance of every duty.

The daily living included regular periods of religious exercises, morning and evening devotions in the chapel and on Sunday afternoons "systematic Bible study," directed by Miss Pelletreau. On Sunday mornings, as the custom continued, the students walked two by two to Shadyside Church, unless perchance they preferred to attend another church, as some few did. In the early eighties Georgia Clarke walked alone to Calvary Episcopal Church, then on the corner of Penn Avenue and Station Street, East Liberty; and in the later eighties Margaret Scully rode the cable car all the way downtown to meet her parents for services at the First Evangelical Lutheran Church.

College life was homelike. Several age groups were represented on the campus and associations were intimate. Most of the preparatory pupils were young and like little sisters to the college students. Members of the administration and faculty must have seemed like aunts and uncles. Very

Forward by Faith and Work

happily, one of the college family was like a grandmother; she was the president's mother. A number of employees stayed with the college throughout these years, and each one, of whatever age, seemed to belong and, in fact, was indispensable to life on the college hill. Being closely associated with persons both younger and older than themselves and thinking of themselves in relation to them, the college students gained a kind of perspective on age, which enabled them to realize better their own role in the society in which they lived.

Among the charming, youthful figures on the college grounds of the first years of this period was a little girl with long curls, often seen mounted sideways on her riding horse, and sometimes driving her pony to her own little phaeton. She was Fannye Morgan, who had entered the preparatory department in 1876 or 1877. Only five feet two in height in 1882 when she graduated from the college at the age of nineteen, she was always regarded affectionately as a little sister by the college students of her generation.⁶⁰ Blanche Evans, the "brown-eyed beauty" of the class of '83,⁶¹ was a day student, who, throughout her preparatory and college years, rode her horse to and from the college hill.

Miss Pelletreau's mother was with her at the college for ten years. This genial old lady, blind during her last years, possessed of a brilliant mind and a spirit filled with grace, was always ready to inspire with fresh courage any who came to her for advice.⁶² In her the students saw old age as interesting and beautiful and useful. The loving care bestowed upon her by her daughter drew the students nearer to their president.

Miss Pelletreau's niece, Mary Mathews from Prairie du Sac, Wisconsin, was a student at the college four years, graduating valedictorian in the class of 1886. As an alumna, Mrs. John Biddle Clark, her name is to appear time and again in the later years of the college history.

The people who looked after the affairs of the household were "loving and giving." Especially remembered are Mrs. McJilton, the good-natured and capable housekeeper, and Mary Householder, the cook, who made soft, delicious gingerbread, the favorite dessert. Many an alumna has handed down Mary's gingerbread recipe to daughters and granddaughters.⁶³

Ed Moriarity took care of the grounds and the live-stock, milked the cows that furnished milk and butter for the table, and drove the college conveyance. When Miss Pelletreau and her friends went calling, he took them in the phaeton. He drove the wagonette to fetch trunks to and from the depot and, at certain hours, to meet the Fifth Avenue horse cars, and later cable cars, bringing students to classes. As a matter of principle he grumbled if some of the girls tended to lag behind, and he threatened to

CHATHAM COLLEGE: *The First Ninety Years*

go on up the hill without them, though he was offended if any preferred to walk up the steps. Twice a week he took Mrs. McJilton with her many baskets to market and filled the wagonette with provisions.⁶⁴ The students felt they understood Ed, and each one was sure she was on his preferred list.

Though the campus is apart from the city, student life has never been isolated. In Miss Pelletreau's time a student was permitted to go shopping only once a month, but could obtain special permission to go into the city to "concerts of a classical order, and lectures both literary and scientific." Upon occasion arrangements were made to charter cars for the special use of the college. It was understood, however, that no young lady, whether shopping or attending an entertainment off campus, was allowed to go without the escort of a teacher.⁶⁵

Sometimes a question arose as to whether a certain entertainment could be considered "a concert of a classical order," and the matter was given due consideration. In January of 1881 the daily papers carried notice of the coming of Her Majesty's Opera Company to Library Hall, for two nights, in Bellini's *La Sonnambula* and Verdi's *Il Trovatore*. The company included a full band, chorus, ballet, and soloists.⁶⁶ Sara Fredericks, a senior, daughter of a Presbyterian minister, and a sensible girl in whom Miss Pelletreau had confidence, asked if a group of students might attend one of the performances. At first Miss Pelletreau hesitated, saying, she did not know how the trustees would feel about it. Back in the fall of 1879 the Committee on Faculty and Studies, at a meeting where only four ministers and Miss Pelletreau were present, passed a resolution that "while pupils are residents of the College, they shall not be permitted to attend the theatre, opera, or kindred places of amusement."⁶⁷ The minutes of the Board of Trustees do not indicate that that body as a whole ever considered the resolution. Miss Fredericks asked if she might inquire of each trustee personally and was given the permission to do so. Only one disapproved, and, in the end, he too gave his consent. It was decided the students might go to the opera if they would be willing to leave before the ballet; but, should leaving early make them conspicuous, of course they should remain to the end, lowering their eyes during the ballet. All was agreed to. Six girls and a chaperone, for whom they paid transportation and admission, attended *Il Trovatore*. It was an unforgettable experience.⁶⁸ The city papers reported the performance in glowing terms. According to one:

A ringing performance of *Il Trovatore* was given last night at Library Hall to an audience which for size and brilliance has not often been surpassed in that hall. The wonderful surges of passion and despair which sweep through the

Forward by Faith and Work

music of that opera have rarely received a more thorough rendition. . . . The orchestra and chorus gave the magnificent concerted music of the opera with splendid power and effect. A mild taste of ballet was introduced in the second act to the accompaniment of the anvil chorus. The children's ballet in the third act was, next to Campanini's singing, the most successful feature in evoking the enthusiasm of the audience, which insisted upon a repetition of that pretty and graceful diversion.⁶⁹

The college girls said they thought it would not have been courteous to leave the opera before the end.

Dancing and also drama were forms of entertainment deemed not quite proper by some people of the eighties. The trustees questioned whether there should be dancing at the president's reception for the graduating class. The grand ball held in 1877 was remembered with disapproval, though mainly on the grounds of extravagance. Graduates of 1881, in later years, recalled pleasantly having danced with young men at the reception held in their honor.⁷⁰ In the spring of 1883 the Committee on Faculty and Studies, after a discussion of the matter, concluded that "leaving out of view the question of propriety or impropriety of dancing in itself, owing to the position of the Presbyterian Church on this matter, under whose auspices the Institution is largely operated, and to the views of some of the best elements in our communities, dancing at the reception would be inexpedient and injurious to the interests of the college."⁷¹ At the next board meeting the trustees voted against dancing at the president's reception.⁷² Eleven years later, upon request of the class of 1894, Miss Pelletreau permitted dancing. The invitations did not announce it, but Miss Pelletreau told the girls they might invite young men to stay for dancing after the receiving line dispersed.⁷³

There was also a question as to whether it was proper for the students to attend some theatrical productions. The story has come down that, when Fannye Morgan led a group of students asking for permission to see Sarah Bernhardt playing in *Camille*, Miss Pelletreau flatly refused.⁷⁴ At the spring meeting of the trustees in 1884 Miss Pelletreau happened to refer to a dramatic entertainment which had netted the college one hundred dollars, saying half the sum had been used to paper and calcimine the parlors. After the board suggested that the remainder of the money be used for a new carpet, a discussion followed as to the propriety of giving a dramatic performance at the college. No ruling was made, but the Executive Committee was instructed to increase the means of "legitimate amusement" provided for the students.⁷⁵

There is no evidence that drama as such ever was prohibited by the board. Interest in dramatic literature was on the rise during this period.

CHATHAM COLLEGE: *The First Ninety Years*

Every musical recital included two or more dramatic readings from the works of Shakespeare, Schiller, or Lessing. The Dramatic Club, formed in the early nineties, must have been "legitimate." Its programs, given each year in May, were listed in the annual catalogues. Tableaux and Shakespearean burlesques were presented by the club in 1892, and in 1894 two Shakespearean entertainments were given for the benefit of Kingsley House, a social settlement. The entertainment of 1893 was for the benefit of the Scholarship Fund.

Each year special monthly lectures and recitals were given in the chapel, and receptions were held at irregular intervals in the parlors, for which outstanding people of the city and distinguished guests from the outside were brought to the college. Mary Scully Zimmele has written of how thrilled all were when Lew Wallace sat right down on the steps of the great stairway to relate to the admiring students grouped around him incidents connected with his writing *Ben Hur*.⁷⁶ One of the favorite speakers over a long period of years was Dr. John A. Brashear, Pittsburgh's beloved and famous astronomer, who came to the College to lecture about the stars.

Friends who had been properly introduced came to call on the students on weekdays between the hours of two and four in the afternoon and on Friday evenings. The visitors causing the greatest flutter were the young men from Washington and Jefferson College. Each year the W. and J. Banjo, Mandolin, and Guitar Club gave one of the regularly scheduled programs in the chapel. On Friday evenings Washington and Jefferson men came to call on special girls, and at other times they came unannounced to serenade them. Then dozens of girls flocked to the front windows and to the balustrade of the stairway to get a glimpse of the gallant visitors.⁷⁷ In this early period a bond developed between the two colleges which has lasted to the present day.

One unannounced visit by a group of young men in the fall of 1882 was referred to as "an invasion of the College." Judging by the stir created among the trustees, the event must have been unusual. A special meeting of the board was called, and after spirited discussion the following resolution was passed:

Resolved, that owing to the improper intrusion of several young men into the College buildings on Hallow E'en and their ungentlemanly behavior toward the pupils under our care, which conduct has been palliated by neither explanation nor apology, they shall be and hereby are denied the privilege of visiting the College upon any occasion whatever, either public or private, until they have given to the Committee on Faculty or to the President of the College such evidence of the regret as shall be deemed sufficient.

Forward by Faith and Work

Resolved further, that a copy of the official action shall be sent to each of the parties affected by the foregoing resolution.⁷⁸

There is no later reference to the episode, and neither is there record of any other similar occurrence.

This view of what was going on at the college in Miss Pelletreau's time has shown that the way of living then was essentially purposeful. It was ordered to help young women gain knowledge and understanding, grow in Christian faith, recognize and accept social obligations, and broaden culturally. To Mary Breed, and to many others, in retrospect it seemed good.

Walking Advertisements of the College

"Young ladies, you are walking advertisements of the College," Miss Pelletreau charged the students time and again, as they went out through the double doors. She wanted them to bear that in mind and to walk and speak accordingly. Whether or not they always remembered the behest, they were indeed witnesses to the college way of living. What they did while students and what they became in later life reflected to the glory or, it must be admitted, sometimes to the shame of the college.

Among the names of the young ladies attending the college from 1878 to 1894 is a long list who as students were a credit to the institution and in the years since have labored devotedly in its interest. Furthermore, many of them in professional fields and in their homes and communities have rendered services which have accrued to its glory. A few of these alumnae very directly connected with college affairs should be mentioned. Two of the number, Mary Acheson who graduated in '83 and Janet Lockhart in '89, Mrs. Charles H. Spencer and Mrs. John R. McCune respectively, members of the Board of Trustees for many years, used their talents and resources unstintedly for the college. Two others returned to the college for a few years to serve as secretary and assistant to the president, namely, Westanna McCay, '79, for Miss Pelletreau and Alice Stockton, '88, first for Miss Pelletreau and later for Miss DeVore, who succeeded Miss Pelletreau as president. Four came back as members of the college faculty: Jane Clarke, '81, Luella P. Meloy, '84, Elizabeth Boale, '88, later Mrs. R. G. Armstrong, and Mary Bidwell Breed, '89. The Bryant sisters, Eliza, '92 (Mrs. W. P. Barker), and Sarah, '94 (Mrs. William M. Stevenson), have had daughters and granddaughters among the college students. Sarah Fredericks, '81 (Mrs. Samuel Ferree Marks), was mother of Mary Helen Marks, who as dean of the college for many years had been an influence in the lives of more students than had any other person in its history.

The alumnae became publishers for their college in 1883, when the *Alumnae Recorder* was first issued. In the early years it was an annual

CHATHAM COLLEGE: *The First Ninety Years*

magazine and in later years was issued semi-annually and quarterly. Year-by-year activities of the Alumnae Association, news of the alumnae classes and of individual graduates and former students, and developments at the college have been recorded. Until recently, when news of the classes became so extensive, contributions from the alumnae including poetry, essays, literary criticism, historical sketches, letters of travel, and book reviews made the *Recorder* not only an interesting news magazine but a creditable magazine of literary art as well.

Accomplishment of a Purpose

In the spring of 1894 Miss Pelletreau sent her resignation to the Board of Trustees. The year before she had had a prolonged siege of pneumonia, which left her in a weakened physical condition. After an arduous year of striving to carry on as usual she realized that, until her strength could be renewed, she had gone the limit of her endurance. The news came as a shock and a grief to hosts of her friends who had grown to think of her as being a part of the college always. Miss Pelletreau's service had begun with the opening of the second academic year, 1871. In duration it was matched by that of only one other person on the campus, Ed, the faithful coachman. During the first seven years she taught English and political science and looked after the students' conduct. In the sixteen years following, she continued to teach and to be concerned with student proprieties. Perhaps it was in the latter role she was best remembered by the young ladies brought within her charge. An alumna who was a student during the nineties states that they looked up to Miss Pelletreau as the kind of person they hoped they might be some day.⁷⁹ Perhaps many of them did not realize then that during those sixteen years their president proved to be an adept administrator. Her relationships with the Board of Trustees and with the faculty had been based upon mutual confidence. Business affairs became better ordered, educational standards were improved and, in general, the tone of the college community became more hopeful, and forward-going.

Financial problems caused Miss Pelletreau her greatest worry. She could never forget the plight of the college in 1878.⁸⁰ The indebtedness was staggering. Furthermore, current expenses had to be met and repairs and expansion of the plant provided for. At regular intervals Mr. Joseph Dilworth of the Executive Committee of the Board of Trustees, and later his son Lawrence who succeeded him in his position on the board, came to the college to go over the accounts with Miss Pelletreau. Students of the day have related since how their president always came out of those meetings with tears in her eyes. Added to the ever-present worry of debts

Forward by Faith and Work

still unpaid was a new worry—dread that some of the land might be sold.

As a matter of fact, though the college operated on a very small margin, for almost sixteen years income exceeded expenditures and in the end the indebtedness, though not erased, was at least diminished substantially. In the fall of 1892 the board did sell a five-eighths acre of ground to Mr. George M. Laughlin for six thousand dollars. That amount and an additional four thousand dollars reduced the mortgage indebtedness of the college to twenty thousand dollars.⁸¹

The lamentably low salaries paid at the beginning of the period were gradually increased. Be it said to the credit of the Board of Trustees, for the ten years Miss Pelletreau's mother lived with her at the college, and for the years a nurse was kept with her mother,⁸² there were no extra charges for their room and board. It is to their credit also that, as soon as money became easier, even before anything was paid on the debt, salaries of members of the faculty were increased to a maximum of five hundred dollars together with home. In 1882 Miss Pelletreau's salary was increased to one thousand dollars, and the maximum faculty salary to six hundred dollars. Later increases brought the president's salary to fifteen hundred dollars, and maximum faculty salary to one thousand dollars.

Notwithstanding the multiplicity of her administrative responsibilities Miss Pelletreau had not been unmindful of educational needs and problems of teaching. As president of the faculty she was *prima inter pares*; she, too, was a teacher. In the summer of 1882 and again of 1888 she traveled from place to place to publicize the college, to plant in the minds of more and more people ideas of sending their daughters to Pennsylvania Female College. In the year 1884-85 she and Miss Pike visited Vassar and Wellesley Colleges to learn of their work. Improvements in course offerings in Latin and mathematics followed soon thereafter. When some members of the Committee of Faculty and Studies suggested a second classical course be organized, Miss Pelletreau strongly opposed it on the grounds that such a course could amount to a lowering of the college standard. The suggestion was dropped.⁸³

Much as Miss Pelletreau disliked financial problems, she assumed the responsibility of raising funds for building a new gymnasium in the fall of 1889. Miss Pelletreau succeeded in raising the necessary money, and in the fall of 1891 the trustees gave orders for the erection of the building.⁸⁴

Earlier in this chapter a question was posed as to whether sacrifices made by members of the faculty and administration were justified. A sacrifice which cannot be bought and, once received, cannot be paid for, can be judged in some degree by what it seems to do from day to day to the one making the sacrifice and to its beneficiary. Pages of the *Alumnae*

CHATHAM COLLEGE: *The First Ninety Years*

Recorder contain many statements from alumnae who were in college during this period, and who like Eliza Wilson and Mary Breed, already quoted, spoke in praise of the kind of education they had received and also statements of teachers who like Dr. Holland and Dr. Fisher found personal satisfaction in their teaching. Likewise Miss Pelletreau left the college in June of 1894 saying, "It is the struggle of my life to leave my work and this beautiful spot, hallowed by so many precious associations both of joy and sorrow but, if my health is given back, I hope I may not long be an exile from Pittsburgh, the only place which is home to me."⁸⁵

At the same time an editor of the *Alumnae Recorder* wrote: "While we appreciate what a great loss to the College her absence will be, yet the sense of personal loss will be greater to each of us who have enjoyed the privilege of her care and friendship. . . . Her name and presence are intertwined with all our memories of school life, and it is like separating the marble figure from the name of the sculptor who fashioned it, to think of the College and not connect Miss Pelletreau's name with it." A member of the faculty of the time wrote in 1911, "She gave the College the character for earnestness, refinement, and ideal womanliness it has never lost."⁸⁶

Some years before Miss Pelletreau resigned, the alumnae honored her significantly at their annual meeting in June, 1891, when they undertook to establish the Helen E. Pelletreau Scholarship, "to assist worthy young ladies to complete their college course." Under the able chairmanship of Rachel C. Aiken, a graduate of '83, the Committee on Scholarship led the alumnae in successful fund-raising projects which netted them over six thousand dollars within ten years,⁸⁷ and every year since the scholarship has helped to keep students in college.

No one who worked at the college during those sixteen years, least of all Miss Pelletreau, would have considered his or her work completed in 1894. At that time Miss Pelletreau and her co-workers could have seen many things they had hoped to do, still undone. And, yet more important, they could see many things emerging to be grappled with in the years ahead. However, it could not be doubted that they had accomplished the purpose with which they had entered upon their duties. Working together and individually, they had saved the college for continuing and greater service. They had started hundreds of young women on their way to a liberal education. In the process of so doing, they had lived a good life on the college hill. Through the events of those years changes were taking place which, added together, point to the advent of a new era in the history of Chatham College.

CHAPTER SIX

The Advent of a New Era

The academic year following Miss Pelletreau's retirement was the twenty-fifth in the life of Chatham College. The length of time devoted to collegiate education for young ladies, as well as the growth attained by the institution, warranted special recognition. By June of 1895 it could be seen that, while the college had taken root on the hill and attained a certain fundamental character, the years had wrought changes in some aspects of its life. There was no departure from the educational purpose upon which it had been founded. The college existed "to furnish young ladies the means of a thorough, well-proportioned education, adapted to their wants in life." The aim still was "to develop the powers of the student for good." The changes to be noted were chiefly in emphasis and ways of doing things. Perhaps replacements in the personnel of the college community caused the greatest differences.

The Passing of the Founding Trustees

Losses in membership on the Board of Trustees, caused mainly by deaths in the eighteen-eighties, and replacements to fill vacancies, made almost a new board by 1895. Especially felt was the loss of a number who had been stalwarts from the time the charter had been granted in 1869. The founding trustees had remained in a majority to the beginning of 1880. In the years from 1880 through 1886 ten founders, and one more in 1894, were removed by death, leaving but five of the thirty original members at the close of the twenty-fifth year.

In the summer of 1882 knowledge of the death of the Reverend William Trimble Beatty in Minneapolis, Minnesota, where he had moved the year before because of ill health, brought profound sorrow to the college community. Dr. Beatty had always seemed young. He was not quite forty-eight years old at the time of his death. He had been the faithful and well-loved pastor of many of the trustees, teachers, and students of the college. His widow and eight children were close friends of many in the community. In a memorial minute the trustees expressed appreciation of

CHATHAM COLLEGE: *The First Ninety Years*

"his many excellencies of mind and heart, which made his life at once conspicuous and beautiful."¹ As secretary of the Board of Trustees from the time of its founding until shortly before he left the city, a member of the Committee on Faculty and Studies, and teacher, he had had a voice in many crucial decisions relative to establishing the college and determining its direction during the first ten years. In the pulpit, in the classroom, and in personal contacts he exerted influence beyond measure. Two beautiful windows, given in memory of William Trimble Beatty, adorn the south wall of the sanctuary of the Shadyside Presbyterian Church, built between 1888 and 1890. Beatty Hall, named in memory of this revered founder and teacher, is a favorite dormitory on the Chatham campus of today.

In the history of the college it is of interest to note that Dr. and Mrs. Beatty named their youngest daughter Louise Dilworth, the second name in honor of a family prominent in the affairs of both the church and the college. Louise Dilworth Beatty later married a music teacher and composer, Sidney Homer, and as Louise Homer was a leading contralto of the Metropolitan Opera Company from 1900 to 1920. Another Beatty daughter, Marguerite, married Samuel LeRoy Barber.² Their son, Samuel O. Barber, is the well-known composer of symphonic, operatic, chamber, and solo music of the present day.

The trustees mourned the loss of two of their members in the early months of 1880, Dr. James King and Major William Frew. Dr. King had been especially valued for "his exalted sentiments concerning the education and culture of young women."³ Major Frew was remembered as "the large-hearted benefactor and courteous Christian gentleman."⁴ William N. Frew followed his father on the board. Charles Lockhart, who had been Major Frew's business associate, a founder of the Lockhart Iron and Steel Company, also a liberal and quiet giver,⁵ replaced Dr. King.

James Laughlin, president of the board from its beginning, died in December of 1882. His son James Laughlin, Jr., followed him as trustee, and Mr. Robert McKnight was elected president of the board. Upon the death of Mr. McKnight in 1886, Dr. William J. Reid, pastor of the First United Presbyterian Church and also a founder of the college, was elected to succeed Mr. McKnight, and he held the post until 1902 when he resigned because of ill health.⁶

When Joseph Dilworth died in 1885, the board went on record saying, "The College in large measure owes its existence to him. . . . He gave what was above price, his personal and unremitting attention to all details of the College, without which it could hardly have remained to this day."⁷ A bequest of \$10,000 from Mr. Dilworth⁸ was the beginning of the fund

The Advent of a New Era

with which a new building, named as a memorial to him, was erected. Lawrence Dilworth replaced his father on the Board of Trustees.

Another trustee who had never wavered in his concern for the college was John A. Renshaw who died in 1894. The Reverend W. L. McEwan, D.D., pastor of the Third Presbyterian Church, was elected to replace him.⁹ The new trustees selected were altogether competent to undertake the responsibilities passed on to them. Perhaps they never could have felt personal devotion to the college comparable to that of the men who had had a part in formulating the original plans, in getting a charter of incorporation, in choosing the site of the college, in seeing their design become an actuality with the beginning of classes, in supporting the college through trying times and protecting all pertaining to it. As guardians in their time, the new trustees, with a few exceptions, were not so protective and not so close to affairs on the campus as the founders had been.

New Buildings

Mr. Dilworth's bequest moved the trustees to plan for another college building. The need for more rooms had been felt for some time. In the spring of 1882, after the old floating debt had been paid and it was thought "there probably would be a handsome balance on hand at the end of the College year," Dr. Wilson proposed that "new buildings be erected to accommodate the increased attendance."¹⁰ However, after due consideration the matter was reported on adversely at a subsequent meeting.¹¹ The original mortgage of thirty thousand dollars was then still unpaid, and annual revenues, though adequate to meet the expenses from year to year, were not sufficient to reduce it. The trustees did not lose sight of the extreme needs for more classrooms, a larger library, and a more commodious chapel. In the summer of 1884 the gymnasium of the third floor of the extension was partitioned to supply three additional classrooms.¹² Commenting on the loss of the old gymnasium, an alumna wrote, "that domain of fun and healthy exercise was regretfully sacrificed. . . . It is fondly hoped that a better gym will soon be provided, where lungs and muscles may receive proper attention, and where exercise may be taken, when inclement weather forbids out-of-door sports."¹³ A suitable gymnasium was added to the list of new buildings hoped for.

The trustees voted, in the summer of 1886, to undertake to raise fifty thousand dollars by subscriptions, for the purpose of paying the mortgage and building a new chapel.¹⁴ More than a year later, though only a few thousand dollars had been collected, the board voted to proceed with plans to erect a new building, if the money needed, in addition to the bequest of Joseph Dilworth of ten thousand dollars, could be raised. At the

CHATHAM COLLEGE: *The First Ninety Years*

same time the design for the building submitted by Frederick John Oesterling, a young Pittsburgh architect, was adopted.¹⁵ The new building was to be called Dilworth Hall, in memory of Mr. Joseph Dilworth, "in view of his long connection with the Collège and his liberality toward it."¹⁶

Dilworth Hall was designed and constructed at a time when the influence of Henry Hobson Richardson upon American architecture was at its zenith. The Allegheny County buildings, jail and courthouse, in Pittsburgh, had been designed by Richardson in 1884, ten years after the building of his Trinity Church in Boston. The jail was completed and occupied in 1886, the year of Richardson's death, and the courthouse completed and dedicated in September of 1888. Almost immediately the courthouse was recognized as a masterpiece in American architecture. A contemporary wrote, "we may take the courthouse as Richardson wished it to be taken, as the full expression of his mature power in the direction where he was most at home. . . . The courthouse is the most significant and imposing of his works, yet it is the most logical and quiet. It is the most sober and severe, yet the most original and in one sense the most eclectic. . . . It is as new as the needs it meets, as American as the community for which it was built. Yet it might stand without loss of prestige in any city of the world."¹⁷ A recent authority has written of the design as "synthesis of stylistic elements from several periods, all kept under control by a sure hand and taste."¹⁸

The county buildings established a tradition in Pittsburgh for twenty years ahead. Throughout the city today numerous churches, office buildings, and school buildings, as well as old private residences, distinguished by strong Romanesque arches, testify to the influence of Richardson's work. The tradition may be seen in the Shadyside Presbyterian Church, designed by Richardson's successor in Boston, the firm of Shapeley, Rutan, and Coolidge.¹⁹ Frederick John Oesterling, who in the late eighties was rising to leadership among architects of Pittsburgh, is said to have had a part in the construction of the jail.²⁰ Dilworth Hall, massive in structure, with wide round arches above doors and windows and well-balanced turrets was built in the Richardson tradition.

On June 8, 1888, just seventeen years after the laying of the cornerstone of the first extension of Berry Hall, as the original college building was known from this time forth, alumnae were among the guests meeting with trustees, faculty, and students to lay the cornerstone of Dilworth Hall close by the extension to the south and east.

The building, completed and occupied by March of 1889, was connected with Berry Hall by a passageway later known as Green Hall, because of the color of its interior. Dilworth Hall was a three-story build-

The Advent of a New Era

ing of red pressed brick with foundation and arches of stone. On the third floor were laboratories and an art studio with a skylight. The second floor contained classrooms, dormitory rooms, and a lavatory. An alumna, after coming back to the campus, wrote, "Such light, airy rooms, and such delightful views from the windows make one almost wish to be back again. Studying must be a pleasure under such circumstances."²¹

The chapel, having a seating capacity of six hundred and fifty, occupied the entire first floor of the building. It was finished in light wood with walls tinted Venetian red. On the wall to the south of the entrance from Green Hall was the beautiful Alumnae Memorial Window of stained glass made by Tiffany of New York. The principal figure of the window portrayed a young woman seated before a tablet on which was inscribed the college motto: "That our daughters may be as cornerstones polished after the similitude of a palace."²² Altogether tasteful in design and color the window was a fitting memorial to the early alumnae.²³

The new building, used immediately upon its completion, relieved crowded conditions in the dormitories and classrooms and provided more adequate quarters for teaching the sciences and fine arts. The chapel became the usual place for all-college gatherings, serving not only for religious services, but also as an auditorium for lectures and concerts, a theatre for dramatic productions and even as a ballroom.

At least one more building was needed, a gymnasium. It did not seem likely the trustees would favor entering at once upon another building program. The total cost of Dilworth Hall, building, furnishing, and ground leveling, had been about \$29,463. The money left by Mr. Joseph Dilworth, the amount collected on subscriptions, and some \$8,800 taken from the current college account were applied on the building, leaving a balance of over \$5,000 to be paid.²⁴

Miss Pelletreau was bold to propose in the following October that she undertake to raise funds for the building of a gymnasium. The trustees endorsed the plan and commended it to friends of the college.²⁵ Within a year's time the president of the college had obtained subscriptions for over \$3,000.²⁶ The entire financial picture was beginning to look brighter. The annual statement for the year 1890-91 showed a net profit of almost \$5,000, and 173 students were enrolled in the fall of 1891.²⁷ Just two years after Miss Pelletreau started on her canvass for funds, the board directed its Executive Committee to begin plans for the building of a gymnasium.²⁸ In May of 1892 construction was completed. The building was of red brick and one story high, with a floor 40 by 60 feet. Corresponding in style with the other buildings, it stood parallel to Berry Hall on the west and a few feet south of the library front.

CHATHAM COLLEGE: *The First Ninety Years*

Having now an adequate gymnasium, the college outlined a program of physical culture, required of all students, including, "free gymnastics, Swedish, German, and American systems; exercises in walking, running, and jumping; light gymnastics, Indian Clubs and dumb bells; heavy work introduced gradually, as strength and muscular control, gained by previous training, are sufficient."²⁹ Miss Elizabeth M. Wright, an instructor in physical culture, was elected to take charge of the work. With the building of the gymnasium, the varied program of physical culture superseded the daily walk required of the young ladies of the seventies and eighties.

The gymnasium to the west of Berry Hall, Dilworth to the south and east of the extension, and the original home occupying a central and forward position, all together constituted an impressive line of buildings on the crest of the college hill. They stood as visible evidence of the growth that had taken place in the college program.

A New Name for an Old College

The name of the college had been in question since the early years. Though hallowed by usage and, cherished by many, it had been thought unsuitable by others because it was not distinctive and was even misleading. The fact that the name bore no evidence of the very early founding of the institution was deplored. The word "Pennsylvania" in the title led some persons to assume that it was state-supported, and some thought it connected with Pennsylvania State College, now Pennsylvania State University. The phrase "Female College" and the fact that it was located in Pittsburgh led to mistaking it for the Pittsburgh Female College, the Methodist institution located in downtown Pittsburgh. Suggestions for changing the name came from various sources through the years.

When the trustees were making every effort in the summer of 1879 to promote the prestige of the college and to increase its patronage, they seriously considered changing the name.³⁰ There is no record of either their purpose in discussing the change or the names they had in mind. After a year's time they voted to defer action on the matter³¹ and apparently dropped the matter. At a subsequent meeting the Executive Committee submitted a report stating, in part, that "the institution is becoming better known and appreciated at home and abroad."³² The committee evidently thought the college was doing very well with the name it had.

Students took the initiative in advocating a change in the late eighties. Objecting to the word "female," they thought the word "woman" of worthier connotation. It was reported in a city paper in 1888 that they had petitioned the Board of Trustees to change the name from Pennsyl-

The Advent of a New Era

vania Female College to Pennsylvania College for Women.³³ There is no evidence that the petition ever reached the board. In 1890 a petition "signed by a committee of the Student Association," asking that the name of the College be changed, did reach the Board of Trustees.³⁴ The editors of the *Alumnae Recorder* gave support to the cause in the following plea.

The Pennsylvania Female College has passed her maidenhood, and, like the girls who are passing from maidenhood to riper years, hopes to change her name to one that will give her greater dignity in maturity. Since Dilworth Hall has been built and furnished so beautifully, and the new gymnasium is in contemplation, the students feel that they are slowly rising out of the narrow word "female" and would like to be recognized as belonging to a college that teaches them to be women.³⁵

The board, accepting the petition, applied to the Court of Common Pleas of Allegheny County and, by action of the court, change in the title was legalized. Invitations to the commencement of 1890 bore the name of Pennsylvania College for Women.

It is of interest to note that the Pittsburgh Female College, for which the Pennsylvania Female College had been mistaken, lost its name when in 1896 it was merged with Beaver College, another Methodist institution, at Beaver, Pennsylvania. A disastrous fire in 1891 had so crippled the college in downtown Pittsburgh that, though it was moved to the Homewood district in the East End of the city, it failed to recover from the calamity and was forced into the merger. In 1925, Beaver College was moved to Jenkintown, Pennsylvania, where it was taken over by a Presbyterian institution, at the same time retaining its name, Beaver College.³⁶ The name of the Pittsburgh Female College survives in the Pittsburgh Female College Association, composed of alumnae and teachers of the former Methodist college, together with their sisters and daughters. Its chief beneficiaries have been the University of Pittsburgh, Margaret Morrison Carnegie College, and Chatham College. At the "Moving-Up Day" exercises of the college each year since 1927 a member of the Junior class of outstanding rank, who has also made a real contribution to the college life has been awarded, regardless of financial need, the Pittsburgh Female College Association Memorial Scholarship, a highly-prized honor. The Chatham College library is the depository of the association's records.

While the new title of Pennsylvania College for Women was no more distinctive than its former one, to many, especially the students, it seemed more appropriate. By the early nineties the emphasis in educational thinking, as suggested in the passage quoted from the *Alumnae Recorder*, was shifting from training for young ladies, though the term was not used in the article, to training for mature womanhood. The difference implied was

CHATHAM COLLEGE: *The First Ninety Years*

that greater usefulness was expected of a mature woman than of a young lady. "Give service" was coming to be the slogan of the new era. There is no clear-cut dividing line between the two periods. The records indicate that a great many graduates of the seventies and eighties led highly useful lives. The president of the college for sixteen years set an example of a life devoted to other people. She also advocated self-giving, as in her remarks when presenting the Gittings Medal to Ruth Henrici in 1894. After having referred to Miss Henrici's natural talents and the excellent instruction she had received, Miss Pelletreau added: "Therefore, I say, be generous with your music. Use it not for your own selfish gratification but, wherever you can confer pleasure or impart good, fail not to give of that which has been given to you."³⁷ In addition there was a definite insistence in the new era upon *noblesse oblige*, while the refined manners and good taste which had been accented earlier continued to be regarded as womanly assets.

The student petition asking for a change of name for the college was symptomatic of a change in student attitudes. The petition was a sign of group-assertiveness, a desire to have a part in determining college matters which seemed to them to pertain most directly to them. Writing with a perspective of some thirty years, Mrs. Barker, who as Eliza Bryant had graduated in 1892, wrote "We were just beginning to feel the slightest stir of the manifold present-day activities of women. We were restless and wanted to do things that the College had never done before, and there were times when our President looked upon us with dismay, and other times when she firmly laid down the law to us."³⁸ A petition signed by a committee of the Student Association was something new in the life of the college. Though there was no constituted student organization until a later time, it is significant that in the early nineties upon occasions the students deliberated and acted as a body.

Even earlier the Senior class had taken group action. As early as 1885 the seniors expressed a desire to choose the speaker who should address them at their graduation exercises. According to a minute of the Committee on Faculty and Studies, "the ladies of the Senior Class were granted liberty to correspond with Dr. Talmage with reference to delivering the Commencement address." A later minute indicated Dr. Talmage had declined to come and the seniors were "advised" to invite Bishop Whitehead of the Episcopal Diocese of Pittsburgh to be their commencement speaker.³⁹

The seniors of 1892 wished, above all else, to have a noted speaker from outside Pittsburgh for their commencement. After having corresponded with many well-known men with reference to the matter, they

The Advent of a New Era

received acceptance from Robert J. Burdette, who promised, for fifty dollars, to come from Philadelphia to address them. Mrs. Barker wrote "Miss Pelletreau didn't quite like the idea of having a humorist and questioned if he would really give us the sage advice we so badly needed, but she finally yielded, and the invitations were printed with his name on them." People at the time were paying a dollar each to hear Burdette lecture. On the morning of commencement the seniors received a telegram stating Mr. Burdette would not be able to keep the engagement. Mrs. Barker continued, "Dr. Holmes of Shadyside gallantly came to the rescue and gave us a far better address than we deserved, and we saved the fifty dollars. But, of course, that night we had a great throng of people eager to hear Burdette. I will never forget Miss Pike's consternation when she came up to Miss Pelletreau's room, where we were waiting ready to march down, led by our President. Wringing her hands she reported that there was not even standing room left, and that she did not know how we would ever be able to get through the crowd to the platform. It was an intensely hot night and very little fresh air penetrated into the hall, for the windows were filled with faces and forms of those not able to get inside the room."⁴⁰ While the seniors of 1892 had failed in their efforts to have a speaker of national reputation for their commencement, they had at least succeeded in attracting a record-breaking crowd.

The seniors of 1894, the last to graduate under Miss Pelletreau, believing "fun was more to be desired than fine clothes," gained the indulgence of their parents and the college authorities to wear cotton dresses, rather than silk, for commencement and use the money saved for a trip to Washington, D. C. during Easter vacation.⁴¹ Miss Pelletreau and Miss Clarke accompanied them and helped to make the excursion thoroughly worthwhile. The class also held special Class Day exercises, as had also the classes of 1876 and 1877, featuring their class song and class poem, the history and prophecy of the class and the traditionally collegiate ceremony of planting the ivy and the "Ivy Address."⁴² The members of this class felt they had been especially favored, too, in the revival of dancing following the president's reception.

A more visible sign of change in the times was evident in the dress worn by the college students in the nineties. In general, women's clothes fitted more loosely than in the preceding period, permitting more bodily movement, and so were in keeping with the physical culture tenets of the day, when the right kind of clothes was considered as essential to good health as proper diet and regular exercise. The tailored suit and shirtwaist were fashionable for daytime wear. Pictures of the students of the nineties show them in suits or separate skirts and shirtwaists, with Windsor ties or

CHATHAM COLLEGE: *The First Ninety Years*

four-in-hands, and sailor hats with flat brims and low crowns, banded with grosgrain ribbon and a tailored bow. In their tailored suits and sailor hats they walked out from the college halls with a certain *élan*.

The Quarter Centennial, 1895

Standing at the threshold of the new era was Miss R. Jennie DeVore, whom the trustees had selected for the presidency of the college in June, 1894. Miss DeVore came to the position highly recommended. A native of Ohio, she was the daughter of a lawyer of recognized learning and influence in the vicinity of Cincinnati. By education and experience she was especially fitted for a position of leadership in higher education for women. She had graduated with honors from Glendale College in 1879 and for five years had been principal of Oxford College. Before coming to Pittsburgh, she had moved to the East where "by contact and observation she continued the study of woman's education." Upon her coming to the college, it was said of her: "She seems to see clearly the place in human affairs where woman may use those peculiar gifts, hers by inheritance."⁴³ Having been president of the college for but one year when the twenty-fifth anniversary was observed, Miss DeVore represented the forward-going spirit of the college. She worked with the alumnae in making arrangements for proper observation of the event.

The alumnae celebration, held in the afternoon of June 7, 1895, was in the form of a review of the classes. The class representatives, each in turn speaking to the point of the Latin motto of her class, related its history in a generally light and humorous vein. Of the 163 living alumnae, 75 were present for the celebration. All together 183 students had graduated from the college,⁴⁴ and the number of former students, who for various reasons did not graduate, was 1,418.⁴⁵ Many of the latter group were loyal supporters of the college as long as they lived. The faculty and trustees had been scrupulous in granting degrees only to those who had completed the collegiate course creditably.

The achievements of the alumnae and former students of the first twenty-five years and their services to the college have been noteworthy. It was of this group that Dr. Fisher wrote in 1911 stating, "My purpose has been to glance backward at the earlier conditions and recall to those earlier students the life and personalities which have helped to educate and mould them. For it is not merely the textbook and the class routine that define education. It is the power of the teacher to suggest, to create ideas and ambitions, to arouse a desire for larger knowledge that is most important. The student who goes forth with a sense of the value of knowledge and the purpose of seeking the best things has found the best college

The Advent of a New Era

and gained the greatest good.”⁴⁶ Their alma mater had been “the best” to many students of this early period.

The Chatham catalogue of today lists six scholarships or special funds, used for the assistance of students, which have been established as memorials to five alumnae of the first twenty-five years, as many as to the alumnae of all later years up to 1955. These memorial funds are: The Florence Holmes Davis ('75) Fund for the purchase of library books; the Mary Robbins Miller ('77) Scholarship Fund; the Jane B. Clarke ('81) Memorial Scholarship; the Mary Acheson Spencer ('83) Fund for Scholarship Aid; the Mary Acheson Spencer ('83) Library Fund; and the Sara Agnes Milholland ('92) Bible Prize.

A large group of invited friends gathered in the chapel for the so-called Quarter Centennial Services arranged by the Board of Trustees on the evening of June 7. Dr. Reid, president of the Board of Trustees, presided. With him on the platform were Miss Pelletreau and Miss DeVore, together with several trustees, all invited to speak.

It was Miss Pelletreau's first visit to the college since her retirement the year before. Having just recently returned from Mexico, she expressed her feelings in coming back to the campus by saying, “This is fairer than Chapultepec, for it is home, the spot to which my heart has turned through all these months of wandering.” Then, after giving a brief account of the history of the college, she referred to her successor's work saying, “In the short time she has presided, Miss DeVore has shown herself fitted in an unusual degree for the responsible place she occupies. Thoroughly alive to all that promises good to the College, she is a busy worker, and her pupils cannot fail to catch something of the inspiration of her aims and zeal. Her genius and earnestness will make her success a certainty. May her work and worth receive the recognition and encouragement they so well deserve.”⁴⁷

Each member of the Board of Trustees who spoke made reference to the duty of the Presbyterian church toward the college and appealed to Pittsburghers in general to come to its support. President Holland of the Western University of Pennsylvania, still a trustee of the college, is reported as having charged wealthy Pittsburghers with being “educational cuckoos,” that is laying eggs in some other bird's nest, by failing to support colleges at home while sending gifts to colleges in other places.⁴⁸

The Reverend R. S. Holmes, pastor of the Shadyside Presbyterian Church, and also a trustee of the college, had written a very pointed letter, saying in part, “The genius of the Presbyterian Church is educational to a large degree. . . . This College, having been bound up, as it has been, with the life of Shadyside Church, has a right to expect that

CHATHAM COLLEGE: *The First Ninety Years*

the parent would provide for her needs. . . . The generation that made the College twenty-five years ago is fast passing away. I have yet to learn that large gifts have been made to this College in the wills of many of them. One gift of \$100,000 by some wealthy member of Shadyside Church would do more to solve the question of the future of this institution than all that will be done in twenty-five years to come if the policy of the last twenty-five years is to be continued."⁴⁹

The strongest appeal was that of the president of the college. The subject assigned to her, "The Future of the College," gave her an excellent opportunity to tell of its needs. In answer to the question of what the future of the college would be, Miss DeVore stated it depended upon "how much real thought, real heart, real work," is put into the college. After speaking respectfully of the institution's past achievements, she informed her audience that "standards have been raised which take large sums of money for equipment and support; what this college could do well upon \$25,000 *per annum* twenty-five years ago is impossible now, times have changed, the competition is different." She closed her address with a tremendous plea: "I appeal to Presbyterians by all they hold dear in the Christian faith. . . . I appeal to all parents, who would have their daughters love Pittsburgh as the dearest and best place on earth because it contributes to their highest interest. . . . I appeal to every citizen of Pittsburgh, in the pride you bear your city, to consider this College as a factor in true greatness. . . . I appeal to you who are stewards of large interests of the Lord, make great this second term. . . supply our present needs, give us the means with which to work."⁵⁰ A woman of great determination was in charge of the college.

At the quarter century mark it was evident that the college founded in Pittsburgh in 1869 to educate young ladies, "to develop their powers for good," had become a college to educate young women for responsible living in a new era. A new generation was on the scene and in control of the institution. All groups of the college community were looking to Miss DeVore with great expectations. They should have realized that much would be expected of them.

CHAPTER SEVEN

"Fervent in Spirit"

1894-1906

The dozen years following were stirring times in the history of the college—times of high hope and ambitious planning, of conflict and frustrations, times of earnest striving and appreciable achievement. Affairs take on greater significance when considered in relation to general contemporary developments in the realm of women. In 1894 the college-educated woman was not the novelty she had been a quarter century earlier. More college women were holding positions of influence in the country, and communities were looking to them for leadership in civic movements.¹

A sign of the times at the turn of the century was the prevalence of clubs in which women were meeting regularly for mutual interests. Associations of women formed for specific purposes had existed since before the Civil War, as, for example, the Ladies Association for Educating Females, organized in Jacksonville, Illinois, about 1833, and the Ladies Society for the Promotion of Education in the West, organized in 1846.² However, the so-called woman's club movement which flourished in the eighteen-nineties had not started until the late sixties. Sorosis of New York, founded in 1868, has claimed to be the earliest of these clubs, while the New England Woman's Club of Boston founded the same year ranks a close second.³ The Friends in Council of Quincy, Illinois, was organized in 1869.⁴ Sorosis of New York came into existence when a number of women writers had been denied tickets of admission to a dinner given by the Press Club, a men's organization, in honor of Charles Dickens who was then in this country. Those women forthwith formed a club of their own in which "women might acquire methods and work together for general objects." The name "Sorosis," a botanical term meaning an aggregation formed by the massing of many flowers into one unit, seemed appropriate to the organization. In a few years, however, the name was changed to "The Woman's League."⁵

CHATHAM COLLEGE: *The First Ninety Years*

Mrs. Jane Gray Swisshelm, a journalist of Pittsburgh and a member of Sorosis in New York, helped to found the Woman's Club of Pittsburgh in 1870, probably the first such club in Pennsylvania and among the very earliest in the country. By the mid-nineties a large number of women's clubs were functioning in and around Pittsburgh. The Tuesday Musical Club founded in 1889, and the Business Women's Club, organized in 1893, are still functioning.⁶

College women wishing to continue their intellectual and social interests after graduation found satisfactions in club activities. The Association of Collegiate Alumnae, a national organization with membership open to women graduates of accredited colleges, was founded in 1882.⁷ It will be recalled the Pennsylvania Female College Alumnae Association had been founded in 1876. In the years ahead the *Alumnae Recorder*, first issued in 1883, referred frequently to alumnae in club work. Susan Marshall Ewing in her presidential address before the Alumnae Association in 1897 stated, "I do not believe there is one present today who is not a member of one or more of the numerous women's clubs of our city and state. In these, as is quite natural, the college women are looked to as chairmen and all active officers."⁸

In 1899 Miss Ewing urged the alumnae to endorse a movement then before the Pittsburgh community to select some women for membership on the Board of Education of the Pittsburgh Public Schools.⁹ Soon afterward the alumnae requested representation on the governing board of the college.¹⁰ In June of 1900 the Board of Trustees passed a resolution to elect a woman to each class of trustees.¹¹ Accordingly, within the next three years, Mrs. William S. Miller (Mary B. Robbins, '77), Mrs. E. H. Nevin of Pittsburgh, mother of Mary Hawes Nevin, '96, and Mrs. Charles H. Spencer (Mary Acheson, '83) were elected.¹² These women brought new leadership to the management of the college.

The growing tendency in the country for women to occupy responsible positions in turn called for better educated women. The persons selected to lead in the educational planning of the college from 1894 to 1906, Miss DeVore and the two Martins, Chalmers and Samuel, were aware that the college, in order to prosper, indeed to survive, must progress to meet the demands of the times. The driving purpose of Miss DeVore, throughout the six years of her presidency, was to bring PCW (as it came to be known familiarly) to the highest level yet attained by women's colleges in the land. Likewise, the Martins, each president for three years, aimed for the establishment of a greater institution. All three set their sights high and worked with fervent spirit to reach them.

"Fervent in Spirit"

Miss DeVore and the College

Miss DeVore embodied the essential spirit of the new-era woman. She was up-to-date in her knowledge and ideas concerning collegiate education for women. Furthermore, she possessed keen insight into the resources and needs of the college and formed positive opinions as to what should be done. Impatient of delay, she applied unremitting industry and whole-hearted devotion to her tasks as president of the college. She took as her watchword a verse from St. Paul's Epistle to the Romans: "not slothful in business; fervent in spirit; serving the Lord"—a precept she reiterated so frequently and exemplified so strongly that those who were in college during her years will never forget it. While achievements did not reach all the goals fixed by her sights, yet the records of the years she was at the head of the college show notable advancement.

Miss DeVore was a club woman, at one time secretary of the Women's Press Club of Pittsburgh, and also one of the founders and the first president of Colloquium.¹³ Recognized as a forceful speaker, she was frequently called upon to address various groups and on every such occasion she seized the opportunity to put the needs of the college before the people. Soon after coming to the city, she was invited to speak before the Presbyterian Ministerial Association on the subject, "Pennsylvania College for Women, Its Aims and Methods and Its Claims on Presbyterians."¹⁴ That she believed the college had legitimate and urgent claims upon Presbyterians, notwithstanding the fact that from its beginning it had been non-sectarian, was made clear in her address at the observance of the twenty-fifth anniversary of the college quoted above.¹⁵

In the same address she informed friends of the college that since its founding several rival colleges had appeared on the scene of higher education for women. They were well endowed, and to compete with these the college needed substantially increased funds. She pointed out the fact that student fees, "if kept within the means of the great majority the College must reach in order to fulfill its mission, could never more than meet current educational expenses."¹⁶ In the catalogue for 1895-96 financial needs of the college were listed under the headings of general endowment, professorships, and scholarships. Endowment was needed to sustain the physical plant and to insure salaries that would retain the best teachers on the faculty. Twenty-five thousand dollars, it was stated, would endow a chair in any department; six thousand dollars would establish a scholarship for a resident student and two thousand dollars for a day student.

In 1895 the General Assembly of the Commonwealth of Pennsylvania passed a bill to regulate the use of the degree-conferring power of colleges

CHATHAM COLLEGE: *The First Ninety Years*

and universities. The act, Number 244, set down conditions for the incorporation of institutions of learning with the power to confer degrees and the procedure by which those already incorporated could continue to use the power. It called for a college and university council, composed of twelve members including the governor, attorney general, and superintendent of public instruction ex-officio, to pass upon the merits of each case from an educational standpoint. Each college previously incorporated and desiring to maintain its right to confer degrees was obliged to submit to the council affidavits on investments in buildings and grounds, course of study, and data concerning its faculty. To qualify, a college had to have a minimum of one hundred thousand dollars invested in its plant and at least six full-time professors at the time the act was passed.¹⁷ The Board of Trustees of PCW took immediate action in accordance with the law.¹⁸ In a short time it was recorded, "The opinion of the Attorney General, to whom was submitted the case of the Pennsylvania College for Women for consideration, was in favor of the right of the College to continue to grant degrees as it has done hitherto, the College having complied with the conditions laid down by the Act of 1895, regulating the exercise of the degree-conferring power."¹⁹ This confirmation of the college's right to grant degrees was of benefit to alumnae who wished to study for higher degrees.

Subsequently, the educational program of a college was to be judged, in part, by the quality of work done by its alumnae in the leading graduate schools. Miss DeVore sensed the educational trends among the best colleges of the times and, in planning for PCW, took a comprehensive view of its academic program. She saw that the college, lacking financial means to offer graduate courses, must fit its students to do post-graduate work in any of the graduate schools of the country. She thought the preparatory department, which in some years had an enrollment greater than that of the college, should be restored to the status for which it had been established. She asserted, "The design of this department is not to make of this institution a preparatory school for any school but our own. We do not seek irregular pupils in this department; we do arrange for systematic training in those subjects which shall discipline the mind and prepare our pupils for intelligent appreciation of collegiate work." Referring to the college as a place offering opportunities not for recreative study alone, but primarily for real mental growth, she stated, "No place is made for students who believe they can 'take' philosophy without the training of mathematics, logic without the knowledge of subjects to which its methods are applied, modern history without knowing the earlier conditions out of which it has been made, literature without a survey of the

"Fervent in Spirit"

times, the countries, the people of which it is the expression."²⁰ Her ideal was for a well-integrated, sound program, and this she succeeded in establishing.

Beginning with the year 1895-96 entrance requirements were made stricter than in earlier years. To be admitted, a girl had to be at least sixteen years of age and pass examinations in the following subjects: four years of Latin; two years of French, German, or Greek; one and a half years of algebra and one year of plane geometry; physical geography and physics; three years of history; and, in addition, she had to write acceptably a composition of five hundred or more words on a subject assigned from a list of required readings. Preparatory and high schools whose students already had passed these examinations and done satisfactory work at the college were thereafter granted the privilege of entering their graduates by certificate, a privilege they retained so long as their graduates continued to maintain satisfactory records.

The college curriculum was arranged in two courses, the classical and the literary, leading to the Bachelor of Arts and Bachelor of Literature degrees respectively. The following subjects were required of students in both courses: study of the Bible, arranged in a four-year sequence; rhetoric requiring the writing of six essays in the freshman year and four essays each in the sophomore and junior years; one semester of solid and spherical geometry and one semester of solid and spherical trigonometry; a year of Greek and Roman archaeology; two years of the history of art; a semester each of political economy and sociology; a year's study of the English and American constitutions; one year of psychology; and one semester each of the evidences of Christianity and logic.

Additional requirements depended upon the course chosen by the student. Of the two courses the classical was more heavily weighted with languages and sciences, and the literary with literature and history. Requirements specified by the classical course were: two years of Latin; three years of Greek, and three years of either French or German; a semester each of physiology, general astronomy, and physics and three semesters of chemistry; two years of English literature; and one year of history. Requirements specified by the literary course were: one year of Anglo-Saxon, a semester each of the works of Chaucer and the Elizabethan writers; a year of American literature and a year of modern English literature; one year of medieval history and a semester each of history of the Renaissance and nineteenth century history; a semester each of physiology and descriptive astronomy; and three years of either French or German. Each year a student might study a subject of her own choice from a variety of offerings.²¹ Speaking of the curriculum Miss

CHATHAM COLLEGE: *The First Ninety Years*

DeVore said, "It is intended that these courses shall be equivalent, in extent and value, to similar courses offered under the best conditions elsewhere. The College asks no consideration through mere sufferance; it claims as its right an honorable place among the best institutions."²²

Miss DeVore acted to bring the declared intentions to a realization. By this time it is notable that the conception held of the president's role in the college had undergone change through the years. Miss DeVore was elected president of the college. Each of her predecessors had been elected president of the faculty, the title generally used by the trustees until about 1885. Though at times the two titles were used interchangeably, there seemed to be some difference in connotation. At one time Dr. Black was referred to as president of the educational department. The implication seemed to be that as president of the faculty or of the educational department his primary concern was with the academic program. At that time the trustees expected to bear most of the responsibility for the business management, though they kept in fairly close touch with campus affairs too. Occasionally, they referred to Miss Pelletreau as president of the college, a title seeming to connote a more over-all responsibility than that of the president of the faculty. Like the presidents who had preceded her, Miss DeVore was also a teacher, conducting classes in political science and logic. As teacher she too was *primus inter pares*.

In the six years she was at the college, Miss DeVore built up a strong faculty and increased facilities for teaching and study in the library, laboratories, and studios. Dr. Fisher, Professor Gittings, and Miss Clarke continued with the college beyond this period. Miss Pike, professor of Latin and Greek, and Miss Isabel Bevier, who had succeeded Miss Smith in natural sciences in 1888, remained on the faculty until 1897. These five instructors, who had already proved their worth, rendered invaluable services in the period.

Miss Pike, who had been granted a year's leave of absence together with a stipend of six hundred dollars for the year 1897-98, resigned in the spring of 1898. "In view of her long, and able, and faithful service as a teacher at the college" the Board of Trustees voted her the title of professor emeritus of Latin and Greek "with a permanent salary of seven hundred dollars per year."²³ Some of the trustees, evidently thinking the salary had been granted without due consideration of college finances, called a special board meeting to discuss the matter. After much deliberation, including a suggestion to reinstate Miss Pike on the faculty, they voted instead that she should retain the status of professor emeritus and

"Fervent in Spirit"

at the same time act as agent to secure and prepare students for the college "at an annual salary of seven hundred dollars."²⁴ The following year the trustees fixed her salary at five hundred dollars and accepted an offer of Mr. McClintock to raise two hundred more dollars for her by subscription.⁴⁵ The board considered the problem anew each year until 1903 and thereafter did nothing about it. Miss Pike continued to live precariously for ten more years.

New members added to the faculty, coming with degrees from other colleges and universities, brought to the academic atmosphere as well as excellence to the work of the classroom. At the time of Miss Pike's retirement, Miss Helen McGaffey Searles was made professor of Latin and Greek.²⁶ She was the first woman on the faculty with a doctor's degree. Before coming to the college, she had been fellow in Greek and Latin at Cornell University and fellow in Sanskrit and comparative philology at the University of Chicago, where she received the degree of Doctor of Philosophy in 1893.²⁷ The students recognized Dr. Searles as a person with an extraordinarily keen mind and were impressed by the fact that while "she could converse in twelve or fifteen languages . . . she was mild and unassuming in her manners."²⁸ After one year Dr. Searles went to Mount Holyoke College as head of the Latin department. Miss Caroline M. Galt, who had come to the college first as tutor in the classical languages, succeeded Dr. Searles as professor of Latin and Greek. In 1903 she too resigned to join the faculty of Mount Holyoke, where she was professor of archaeology and Greek until the time of her retirement.

The prominence of languages in the curriculum necessitated separate full-time instructors in French and German as well as in Latin. Of these Mlle L. Georgette Dossman, who taught French, 1894-99, and Miss Alice Thomas Skilton, a graduate of Smith College, who taught German from 1894 to 1912 continued her studies in German universities during the summers of the years she was at the college, deserve particular mention.

The science courses, too, were in thoroughly competent hands. Miss Isabel Bevier held both Bachelor and Master's degrees from the University of Wooster and had done advanced work at the Harvard Summer School before coming to the college in 1888 as instructor in the natural sciences.²⁹ From 1894 to 1897 the chemistry department of the college was named the official agent of the United States Department of Agriculture for food analysis in western Pennsylvania.³⁰ As Miss Bevier became more especially interested in dietetics, she left PCW in 1897 to devote her entire time to that subject, one in which she won renown as director of home economics at the University of Illinois, 1900-21.

CHATHAM COLLEGE: *The First Ninety Years*

The high standards established by Miss Bevier were maintained by her successor, Mary Bidwell Breed, class of '89. Besides the Bachelor's degree from PCW, Miss Breed held both Bachelor and Master's degrees from Bryn Mawr, and, by grant of the Bryn Mawr European Fellowships had done advanced study at the University of Heidelberg, where she was the first woman to work in the chemistry laboratory.³¹ Referring to her teaching at the college, in later years she wrote, "the chemistry and physics laboratory work was comparatively easy to handle, as there was already a fair supply of apparatus, but I recall how I ransacked Squirrel Hill for biological specimens, toiling around on a bicycle on what was then open country up there, with ponds and swamps, where now the rich and great have their mansions."³² After two years at the college, Miss Breed returned to Bryn Mawr to complete work on her Ph.D. degree. Later, from 1913 to 1929, she was director of Margaret Morrison Carnegie College in Pittsburgh, where she is remembered for "her efficient administration and maintenance of high academic standards."³³ The Mary Breed Memorial Hall on the Margaret Morrison campus is an appropriate monument to her services at that institution.

Three other teachers who contributed significantly to the educational program throughout their years at the college, 1895-1900, were Miss Ellen Goodrich Means, professor of Anglo-Saxon and English literature; Miss Emma M. Jewett, who taught history and art criticism; and Miss Inez Estel Draper, who taught oratory and physical culture. A graduate of the Boston School of Oratory, Miss Draper brought to the college the methods and theories held at that institution. At this time it was a common practice to combine oratory and physical culture in a teaching load. At the college Miss Draper held regularly scheduled classes in both subjects and also supervised a program of extra-curricular activities and assisted in producing many entertainments.

Chatham continued to recognize the educational value of the fine arts. From 1895 to 1899 Miss Kate Watkins gave lessons in drawing and painting in her studio on the third floor of Dilworth. An artist trained in studios of Boston, New York, and Paris, Miss Watkins painted landscapes with a plein-air effect and portraits characterized by "vigor and a certain dash."³⁴

Fully appreciating the natural beauty of the college environs, Miss DeVore took special pride in keeping buildings and grounds in shipshape order. In the fall of 1894 she informed the trustees of the need for more classrooms. Again, almost three years later she and Lawrence Dilworth reported the necessity of more classrooms, a new heating plant, and a new roof for Berry Hall. Then the board took action. Plans were

"Fervent in Spirit"

made to provide for the necessities, and work was begun immediately.³⁵

In the following September, faculty and students who returned to the College hill marvelled at the transformation. Not only a new roof but also a fourth story had been added to Berry Hall; and a second story, the Music Hall, had been built above the gymnasium. The two buildings were connected on the second floor by a bridge and hallway, called "the bridge of sighs." The college buildings—Berry, Dilworth, and the combined gymnasium and Music Hall—with their six towers rising above the crest of the hill, formed the familiar PCW skyline, as it appeared for over a half century afterward.

Changes noted within Berry Hall, if not quite so striking as those of the exterior, were nevertheless most pleasant and provided the accommodations so long desired. The room immediately to the right of the front entrance, which had served for the library since the first year of the college, was furnished as a reception room. The library was moved to a newly-finished room on the second floor to the right of the front hall. This large, airy room, made by removing the wall between two former bedrooms, was attractive in its hardwood floor with a wide Greek key border, built-in book cases and window seats and open fireplace. Rooms vacated by the removal of the music department to the new hall were refurnished for dormitory and class use.

The improvements achieved were impressive from every point of view. The trustees did not fail to note the president's "continuous and arduous labor, without rest during the summer," and they granted her a month's vacation in the fall.³⁶ Alumnae also gratefully recognized her hand in the undertaking. One of them wrote, "All these changes, the result of Miss DeVore's well-devised plans, her personal supervision and untiring labor during the past summer can only be appreciated by a visit to the college."³⁷ The opinion was unanimous: The president of the college was the very epitome of the precept, "not slothful in business." In the minds of the students, buildings brought prestige. As one of them expressed it, "We are justly proud of our College, for with such a site and commodious buildings we stand among the foremost institutions in our land."³⁸

A right of way leading to Murray Hill Avenue was acquired during this period. The original approach to the college from Fifth Avenue had been abandoned and the stretch of land on which the walk was built sold to George Dilworth whose property it joined.³⁹ For pedestrians a zigzag series of board walks and steps with a summer house led up the hill from Woodland Road south and west to the front porch of Berry Hall. The Woodland Road entrance with its steps up the hill and winding

CHATHAM COLLEGE: *The First Ninety Years*

driveway, shaded by day, and at night lighted by shimmering rays from the gas lanterns, was considered one of the loveliest features of the campus. Since Woodland Road is private, owned and maintained by the college and adjacent property owners, some people thought the college should have its own right of way for gas and water pipes from the city mains, and a nearer approach for people coming from downtown. Accordingly, a lot of thirty-foot frontage was acquired on Murray Hill Avenue, where Miss DeVore envisioned an entrance with a well-graded driveway and stone steps and wall "in keeping with the beauty of the situation of the College."⁴⁰ Each year the students contrived money-raising schemes for the benefit of the new entrance. By 1899 over fourteen hundred dollars had been saved. The Murray Hill driveway remained a dream, however, and even today there is discussion about a "proposed" road to Murray Hill. A long flight of board steps, not stone, has been the sole accomplishment along this line for many years. In 1899 the driveway from Woodland to the top of the hill was extended by a loop leading in front of Dilworth and Berry Halls, under the "bridge of sighs," and back of the buildings joining the road down the hill. And so it remained the college road as long as Berry and Dilworth Halls stood.

The students of this time were serious in their academic pursuits. The collection of the new library was augmented by a thousand volumes, "carefully selected," and, according to Miss DeVore, the books were used.⁴¹ At the same time students, and members of the faculty too, were increasingly engaged in other activities. Talk of being "a well-rounded person," of avoiding "one-sidedness," was current. Reasonable time was given to activities that today would be classed as cocurricular; a fair share was given to what was referred to as "serving the Lord"; and, in keeping with the spirit of the nineties, much also went for sheer gaiety.

The first regular student publication, the *Sorosis*, was started in March of 1895. It was a combined literary and news magazine, issued each month of the college year until 1921, when it gave place to the *Arrow*, which has been more strictly a newspaper. Editorials of the *Sorosis* through the years furnished a running account of student opinion about happenings on the campus, in the city and nation, and in foreign lands. The magazine carried poetry, essays, short stories, and book reviews, besides news of the faculty and students and notes from the art studio, music hall, and laboratory.

Being "well-rounded" involved many activities off-campus. Students seemed to be continually going places in the city, or taking trips beyond, to hear or see something of special interest. The college had acquired a

"Fervent in Spirit"

new bay team and a wagonette with "PCW" painted on the sides in purple and white.⁴² After a busy day of meeting Fifth Avenue trolleys to transport students, of marketing and attending to any other errands assigned him, Ed Moriarity was called upon almost any evening to take students and members of the faculty in the wagonette to a play, concert, or some other entertainment.

During an Easter vacation Miss DeVore took a group to New York, "on a trip dedicated solely to art." Miss DeVore also made arrangements for students to travel during summer vacations. She herself took a party to Europe in the summer of 1895. It was a tour on which they received many special favors, for they carried testimonials from Governor Stone, whose daughter Jean was one of the group. At other times Miss Jewett had charge of the students touring Europe.

The theatre, now not frowned upon, was regarded as of real educational value. College students could be seen at almost every good play given in the city. Some alumnae of the late nineties still remember when as freshmen, with class colors streaming from their lapels, their entire class attended a performance of Julia Marlowe in *Romeo and Juliet*. They even sent their colors to Miss Marlowe and asked her to wear them on the stage. Though disappointed in not being so favored, they long cherished the letter received from the famous actress:

My dear Miss,

I was sorry not to grant your request in regard to the little ribbons; I appreciate your charming thought and wish that it had been possible for "Juliet" to have worn the colors. Convey my best regards to your friends.

Sincerely yours,
Julia Marlowe Taber⁴³

The seniors of '99, a somewhat sophisticated group, were entertained by their honorary member, Mrs. C. D. Armstrong, at a box party to see Maude Adams in *The Little Minister*.⁴⁴ And when Henry Irving and Ellen Terry played leading roles in *The Merchant of Venice*, an enthusiastic party of PCW students was among their admirers.⁴⁵

The cultural advantages offered by the city were greatly increased by the opening in 1895 of Carnegie Institute, "dedicated to literature, science, and art." Its library, museum, and lecture and music halls constituted a significant adjunct to PCW as to all the other educational institutions of the city. Carnegie Music Hall attracted famous artists and musicians. Many students went regularly to hear free organ recitals and programs of the Pittsburgh Symphony Orchestra, and to see and hear renowned singers and pianists.

CHATHAM COLLEGE: *The First Ninety Years*

In the fall of 1894 the trustees appropriated \$100 to guarantee a lecture program in the college chapel. Within the five years following, alumnae and other friends of the college contributed a total of \$525 to the lecture fund.⁴⁶ The program was varied: Walter Damrosch gave four lectures on Wagner's tetralogy, *The Ring of the Nibelung*; Lewis F. Post, "the well-known political economist, made plain the theories of rent and distribution"; Dr. Richard G. Moulton lectured on "The Tempest, a Study of Providence"; and Dr. Stanley Hall of Clark University explained "the new psychology" in a lecture on motor education.⁴⁷

Sports and games were important in the college program of the late nineties. Two tennis courts were equipped and maintained through the kindness of Mr. Lawrence Dilworth, and each year Miss DeVore presented a gold medal to the champion of the tennis tournament. Even though the college hill was not suitable for bicycling, those who had wheels did not forego the pleasure of using them. The *Sorosis* recounts the exciting experience of "a merry party of seven" on a wheel ride.⁴⁸ Basketball was not only an acceptable game for college women but most popular. Each year Miss Draper organized a number of basketball teams, one year as many as ten, and carried through a series of both intra-mural and varsity games. Wearing purple bloomer suits, white collars and ties, long black cotton stockings, and high shoes the fashionable PCW players were trim figures on the basketball floor.⁴⁹

Life on the campus since the earliest years was permeated with the spirit of "serving the Lord." There was no weakening of that spirit during the presidency of Miss DeVore. She led the daily chapel services, and so vigorously did she expound the message that one of the students wrote home, "She should be a preacher."⁵⁰ Each year with other colleges throughout the land, PCW observed a Day of Prayer for Colleges.

Throughout the period the college community was "serving the Lord" more and more by serving the Lord's people. Annie K. Davis of the class of '74, a missionary teacher in Tokyo, Japan, kept alumnae and students informed as to needs on the missionary field. The missionary society of the college, which included a majority of the students in its membership, maintained a scholarship in the Tokyo mission, also paid for the services of a Bible reader at Allahabad, India, and contributed regularly to the Woman's Union Board of Foreign Missions.⁵¹ The students were active also in organizations for social betterment in the community of Pittsburgh. In the fall of 1898 a Young Woman's Christian Association was organized on the campus, working chiefly through the services of the central YMCA, then located downtown on Duquesne Way. Each year several students worked with clubs at Kingsley House, then at 1707 Penn Avenue.

"Fervent in Spirit"

Thus was begun a long tradition of students serving as volunteer social workers in Pittsburgh.

The project of service which enlisted the most concerted effort was that of supporting and educating Mary Smith, a Negro girl, at Scotia Seminary in Concord, North Carolina from 1896 to 1900. The students referred to her proudly as "our protégé." All of the college community were gratified in learning what had been accomplished through their help when Mary Smith visited the college in the summer of 1899 and told at first hand of the work being done for Negro girls at Scotia Seminary.⁵² And so it was, in devoted service to their neighbors and to their fellowmen in more distant places, the students of the late nineties were "serving the Lord."

Many occasions of merriment furnished welcome diversion from the high seriousness prevailing on the college hill. In general, discipline was less austere than in earlier years. "College Regulations" do not appear in the annual catalogues after the year 1894-1895. However, there still were quiet hours in the dormitory and a time when lights were to be out. In the intervals between, visiting and fun-making were permitted. Faculty members living on campus entered freely into the social life. They held informal "at homes" in their rooms and they attended parties given by the students. The students planned and managed much of the social entertainment. Each fall the "old girls" entertained the "new girls" at a get-acquainted party, and in the spring the "new girls" returned the compliment, usually by presenting some original skit. Each college class had an honorary member, often someone in the city interested in the college, whom the class invited to all of its social functions, and who in turn conferred gracious favors upon the class.

Anne Meloy, valedictorian of the class of '96, wrote the first Alma Mater which was adopted and sung for the first time at the alumnae meeting of June, 1899. Writing three years after her graduation, she expressed a sense of the inevitability of change within continuity in the life of the college in the lines:

Each year new voices swell her praise,
Some well-loved face is gone;
Death calls us to him one by one
But still the song goes on. . . .

As long as Pennsylvania keeps
Her watch-fires burning bright,
Shall Pennsylvania's daughters sing
The Purple and the White.⁵³

CHATHAM COLLEGE: *The First Ninety Years*

Anne Meloy's *Alma Mater* was for many years a rallying song for students in college as well as alumnae returning to the college for their reunions.

Miss DeVore recognized the importance of the Alumnae Association, and the alumnae respected her leadership. By this time they had a strong association and were working hard to establish a permanent scholarship at the college. Three developments among the alumnae are to be credited to Miss DeVore's suggestion or encouragement: the adoption of a college song, the establishment of Colloquium, a literary club, and the formation of a Decade Club.

Since its founding in 1898 Colloquium has been associated with the college. Though never constitutionally an alumnae or college club, it originated in alumnae activities, and has always taken an active interest in the college and given it substantial support. At the June meeting of 1897 the president of the Alumnae Association suggested that a knowledge of parliamentary law would enable the members to conduct their business meetings more smoothly. Mrs. David Kirk of Pittsburgh, who had been leading a class in parliamentary law for the Twentieth Century Club, was engaged to hold a similar class for alumnae. Members of the college faculty and other women of the city also joined the class. At the end of the course those who had attended regularly decided to continue the meetings for parliamentary practice, each taking a turn at leading.⁵⁴ In February of 1898 they formed a permanent organization.⁵⁵ Subsequently the name "Colloquium" was adopted and Miss DeVore was elected president. The object of Colloquium, as originally stated, was "to create an opportunity for parliamentary usage and organization and to encourage a deeper interest in art, literature, and history."⁵⁶ In 1906 the members voted the addendum: "and to further the interests of the Pennsylvania College for Women which shall be its sole beneficiary."⁵⁷

Now one of the oldest women's clubs in Pittsburgh, Colloquium holds to the purpose for which it was founded. It meets once a month from October through May, holding at least one meeting on the campus. Limiting its members to fifty, it welcomes to its membership faculty and alumnae of the college, and also other women who may wish to share in its activities, even though they have no direct connection with the college.

Miss DeVore thought alumnae could keep in closer touch with the college, and perhaps accomplish more, if the graduates of each ten-year period would form a club to meet together rather frequently, not to replace meetings of the Alumnae Association but to work within the association. In the fall of 1899 she interested the graduates of the 1890's in a project of helping a needy student remain in college. Almost all the

"Fervent in Spirit"

graduates of that ten-year period living in the Pittsburgh district joined in the effort, and through their association emerged the first Decade Club. From the proceeds of a single entertainment, "An Evening with Nevin," presented in Dilworth Hall, May 1900, the club accomplished its purpose for the first year. The program of music composed by a favorite son of Pittsburgh, who was present in the audience, performed by talented musicians in an artistic setting, and sponsored by fifty of the leading women of the city whose names appeared on the program as patronesses, had been well-conceived and was well-managed. The Decade Club cleared over three hundred and fifty dollars.⁵⁸

At the close of her sixth year at the college Miss DeVore wrote, "During my presidency I have been working in the active periphrastic mood; my plans have been only the beginning of things 'about to be', hindered in completion for need of money."⁵⁹ Keeping the trustees aware of the needs of the college and arousing them to action was one of her greatest problems. Individual trustees had made liberal contributions to the building fund of 1897, and in addition, several had paid for other improvements around the buildings and grounds. Beyond such attention, the policy of the trustees during the first four years of Miss DeVore's presidency seems to have been that of salutary neglect. They had confidence in her ability to go ahead with business on the campus and expressed satisfaction with the results.

It was in arranging for Miss Pike's retirement in the spring of 1898 that the trustees began to express concern about the business management and to look more closely into the affairs of the college. A committee composed of Mr. Clark, Mr. McClintock, Dr. McEwan, pastor of the Third Presbyterian Church, and Dr. T. H. Robinson of the Western Theological Seminary called at the college to consider Miss Pike's status and reported to the board as follows:

The interview was a lengthy one in which all the interests of the College were freely and fully discussed. The work of the past four years and especially that of the last year, the teaching department, the management of the house and its expenses, the financial matters and conditions of the College, and the entire work of the institution were carefully considered. . . . The committee desires to express their high appreciation of the fidelity with which the President of the College has borne the burden and discharged the duties of her position.⁶⁰

In the course of that same meeting misgivings arose concerning the handling of finances, and a committee was appointed to define the duties of the treasurer and the relationship of the president of the college to the financial management. On June 6, auditors who had been examining ac-

CHATHAM COLLEGE: *The First Ninety Years*

counts reported having found a note signed by the president of the college in favor of Steinway and Sons which seemed "objectionable as a matter of business policy." They also noted the absence of several vouchers "which seem required to carry out the system of the Board." Miss DeVore was asked to issue proper warrant for \$10,000, to cover receipted bills paid with the amount contributed by Mrs. Charles Lockhart, and in the future to deliver directly into the hands of the treasurer all money given to the college.⁶¹

From that time on the board assumed a watchful policy, resolving to meet more frequently and give more direct attention to college matters. In October the Committee on Faculty and Studies was instructed to "look into the affairs of the college and its workings," and in November plans were made for a rotating committee of ten members, two of whom should visit the college each month and regularly report to the financial and executive committee of the board.

Dissension soon appeared among the trustees in carrying out the new policy. The Committee on Faculty and Studies drew up two reports of its investigation. Mr. McClintock reported to the trustees for the majority group, and Dr. Robinson presented the report of the minority. The board voted to substitute the minority report for that of the majority, and adopted its final clause, which read: "We recommend that the Board of Trustees give to Miss DeVore, the President of the College, its confidence and hearty support." Mr. McClintock then tendered his resignation⁶² and at the next meeting requested that it be accepted. The trustees, however, asked him to withdraw his resignation, and, upon his refusal to do so, voted to defer action. On June 8 Vice-President McClintock was in the chair, for the trustees would not permit the withdrawal of one so long devoted to the best interests of the college.

Division in the ranks of the trustees had arisen over the financial methods of the president of the college. After having left her to shift almost single-handedly for four years, the trustees abruptly entered upon a policy of surveillance. In so doing, they were not helping to further her aims. Relations were strained. There probably was some conflict of personalities too. Miss DeVore was a "new era" woman, and at times she was not politic in ways of accomplishing her purposes. Some of the trustees, "gentlemen of the old school," were at times uncompromising. There may have been some point in Dr. Reid's referring to Miss DeVore as "President of the Faculty" in June, 1899. Some trustees supported Miss DeVore enthusiastically; others opposed her. The situation must have seemed intolerable to persons on both sides.

"Fervent in Spirit"

Under the caption "Half a Decade of Happenings," Miss DeVore gave the following account in the *Alumnae Recorder*, June, 1899:

... The changes in the building are the things visible, a visit to the College reveals them. These with added apparatus ... furniture, pianos ... new system of plumbing, and house furnishings have cost about \$65,000. ...

The apparatus in the gymnasium has been bought with the proceeds of entertainments given by Miss Draper's pupils. The study hall (first floor of Berry extension) has been restored to its proportions when used as a College chapel. It was almost plastered anew and was given a new hardwood floor, new wainscoting, a large chimney with broad mantle and open fireplace during the Christmas vacation (1898). Mr. Thomas Armstrong (Trustee of the College) paid the cost, \$1,049.84.

Over a thousand volumes carefully selected have been added to the library. ... The library is the scene of busy work from early to late.

During five years the gifts, in addition to those already mentioned, have been as follows (names of seventeen donors are listed, among whom are nine Trustees besides Mrs. Lockhart, wife of a Trustee) ... to the sum of \$23,775.89. ...

Several dear women have placed in my hands different sums to use toward the tuitions of those who need help. The letters received that ask assistance show the need of scholarships. The College needs money, and its limitations are those created by a lack of endowment. ...

The Pennsylvania College for Women, chartered as it is under a self-perpetuating Board of Trustees, is independent of its President, and this is a wise provision, for the latter changes as "man is mortal," while the former remains and should remain steadfast in excellence, immovable in high standards that point to an equality with the best colleges for women.⁶⁴

Miss DeVore also prepared a statement concerning her work at the college, which she read to the Board of Trustees in July, and then she resigned her position, asking that the resignation take place not later than June, 1900.

When the trustees accepted the resignation, November 8, 1899, the Committee on Faculty and Studies recommended the following action:

The Board of Trustees of Pennsylvania College for Women, in accepting, at her own request, the resignation of Miss R. J. DeVore of her position as President of the College, desires to bear its testimony to the devotion and ability with which she has served the College during the years of her connection with it. She has spared neither efforts nor pains to promote the highest welfare of the institution, keeping before her the best ideals of what a college for women should be.

She has been remarkably successful in preparing the College to stand by the side of the best of similar institutions in the land as a training school of the daughters of the country.

CHATHAM COLLEGE: *The First Ninety Years*

This Board most gladly accords to her its praise and commendations as an educator of large qualifications for her position, and of rare consecration to its duties. The Board desires also to assure her of its deep sense of the value to the College of the thoughtful care and labor she has given to its welfare for the past five years and to award to her a large share in the honor of its progress and of its promise of greater progress in the future.

In January of 1900 the president of the Alumnae Association called a special meeting of the association, at which a unanimous resolution was passed, asking that the trustees reconsider the acceptance of Miss DeVore's resignation. It was at this same meeting that they resolved to ask for Alumnae representation on the Board of Trustees. At the June meeting of the Alumnae Association the president, Mrs. Arthur V. Davis (Florence I. Holmes, '75), related:

During the summer we were shocked to hear of Miss DeVore's resignation. We feel that our inspiration is going and we are powerless to stay it. Who can measure the impetus of an up-to-date, thoroughly conscientious woman who has given so freely of herself to the development and progress of our college on every hand?⁶⁴

Though Miss DeVore, upon leaving the college, felt disappointment that her plans had been "only the beginnings of 'things about to be,' " the importance of those beginnings is not to be discounted. The following tribute written by Mrs. Charles St. George (Eleanor Fitzgibbon, '03) seems a fair appraisal of Miss DeVore's significance in the history of the college:

Much as I admire and personally owe to Miss DeVore, I feel the present day students and faculty owe her an even greater debt. Working in an age when Victorian ideas of women's place and education prevailed—and with a too conservative and not very cooperative Board of Trustees, she laid the foundation on which all later presidents have built.⁶⁵

After a year spent in Europe, Miss DeVore returned to Cincinnati, where she became president of her own alma mater, Glendale College, which she had bought, a position she held until her retirement.⁶⁶

The Martins and the College

Again faced with the task of selecting a president, the trustees searched for one both competent to lead in the educational program and able to obtain from the general public the financial assistance so long needed. However, all things hoped for could not be realized at once. For a number of years a cloud of uncertainty overshadowed the college. Yet at the same time the work done in the classroom was superior. Dr. Chalmers Martin, president from 1900 to 1903, was successful in dealing with academic

"Fervent in Spirit"

matters, and Dr. Samuel Martin, no kin of Chalmers, president from 1903 to 1906, gave special attention to the administrative organization. Before the end of the period the financial crisis was met triumphantly by the combined forces of many individuals and groups of the college family and of the Pittsburgh community.

Chalmers Martin was educated at Princeton University and at Princeton Theological Seminary. He had been a Presbyterian minister, missionary to Siam, and for eight years before coming to the college instructor in Hebrew at Princeton University as well as instructor in the Old Testament and lecturer on missions at the seminary.⁶⁷ At the college Dr. and Mrs. Martin and their children lived in Berry Hall, in the midst of campus life.

Dr. Martin maintained a strong faculty. Soon after entering office he went to South Hadley, Massachusetts, to inquire into the qualifications of three teachers at Mount Holyoke College who were applying for positions.⁶⁸ Consequently, Ella A. Knapp, Ph.D. of the University of Michigan, was brought to teach English language and literature, and Ethel Gordon Muir, Ph.D. of Cornell University, to teach philosophy and political science.⁶⁹ Dr. Muir remained on the faculty until 1903, and Dr. Knapp until 1904. Another valuable addition to the faculty was Mary W. Brownson, who earlier had taught mathematics and history at the college, and now, after several years' study at the American Universities in Athens and Rome, together with travel and study in Palestine, returned as instructor in Biblical history.⁷⁰

During his first year at the college the new president, along with the faculty, undertook to bring the curriculum somewhat in line with the trend toward "the free-elective system," which for some years had been gaining favor in the colleges and universities of the land. Both faculty and students had been complaining that the required subjects so monopolized a student's program that either she was unable to elect other subjects of her special interest or, if she did add electives, very often the increased load resulted in lowering the quality of her work.

The faculty was conservative in revising the program. The division into classical and literary courses which had prevailed since 1895 was eliminated and only the Bachelor of Arts degree granted after 1902. The course of study adopted was suited to the special circumstances of the college. Of sixty-one year credit-hours required for graduation the new plan designated approximately three-fifths in prescribed courses and two-fifths in electives. The prescribed program included four courses in Bible study and specific courses in the following subjects: Latin and a choice of Greek or a modern language, English, history, biology or chemistry,

CHATHAM COLLEGE: *The First Ninety Years*

mathematics, and philosophy. In this revised plan the work of the freshman year was entirely prescribed, and electives were increased progressively from the sophomore to the senior years. The students hailed the new electives as "wonderful."

Some evidence of both the sound preparation given at the college during these years and the scholarly interest prevailing may be seen in the number of alumnae entering graduate school and teaching in colleges. Aimee L. Beringer, '98, earned the A.M. degree in English at Columbia University. Anna Dawson Montgomery, '02, was awarded a scholarship for graduate study at the Sage School of Philosophy at Cornell University for the year 1902-03. She was the only woman that year to receive a graduate scholarship at Cornell University, a grant which was renewed for the two succeeding years.⁷¹

Mary Grier Willson, '03, was awarded a University Scholarship in English and later the Pepper Fellowship at the University of Pennsylvania. After receiving her Master's degree she taught English for two years at the Woman's College in Baltimore, now Goucher College, and one year at her alma mater. Some years after marriage, as Mrs. John Coleman she resumed teaching and from 1922 to 1955 was part-time instructor on the faculty of Geneva College at Beaver Falls, Pennsylvania. Elizabeth Van Wagener, '02, and Ruth Francis Johnstin, '03, each upon graduation from the college, entered Bryn Mawr for graduate study in chemistry. Miss Van Wagener remained at Bryn Mawr for some years as assistant in the department of chemistry. Miss Johnstin, after receiving her Master's degree joined the faculty of Christian College in Missouri as instructor in physics and chemistry. Of the seven members of the class of 1904 four continued their studies after graduation. Nancy Blair and Helen Thomas were granted the Master's degree at the University of Colorado and the University of Pennsylvania respectively. Rebekah J. Eggers and Jessie C. Gray studied German at the University of Leipzig. Mary C. McKee, '07, did graduate study in chemistry at Bryn Mawr, the University of Chicago, and Yale University, where she received the Ph.D. degree. In 1918 she joined the faculty of Connecticut College for Women, where from 1927 to 1952 she was professor of chemistry and chairman of the department. Perhaps Mrs. Coleman expressed not only her own sentiments but those of all of her college generation who entered schools for advanced study, when she wrote in praise of "the standards of scholarship which made it possible for me to hold my own in graduate school with the graduates of larger institutions."⁷²

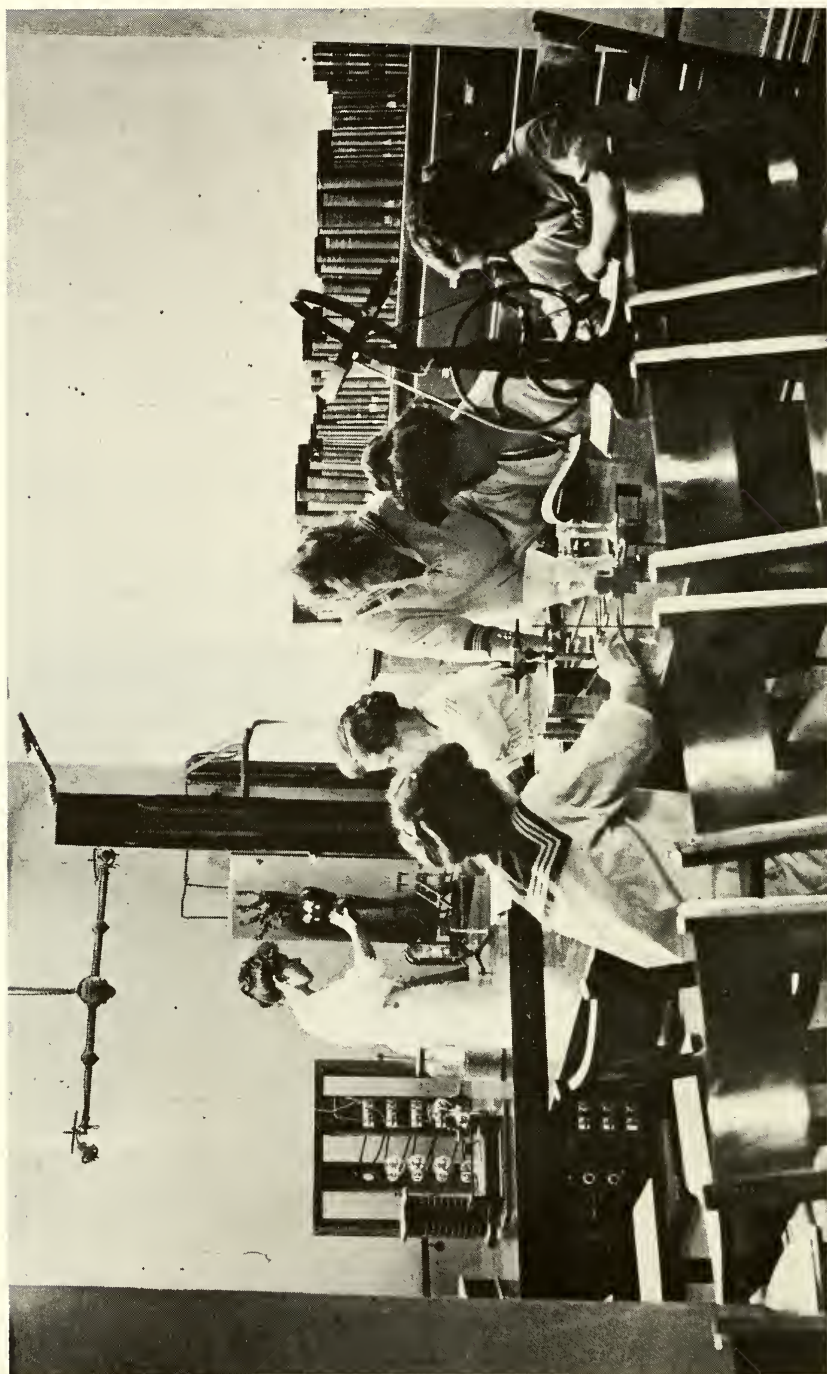
Student activities outside the classroom reflected the influence of the general scholarly interests. A growing interest in good drama came to the



LEFT: *R. Jennie DeVore, president
1894-1900*

BELOW: *Alumnae and students on the
porch and lawn of Berry Hall in 1902*





Students at work in the science laboratory of Berry Hall, circa 1910

"Fervent in Spirit"

fore in the year 1902-03. The November *Sorosis* carried an editorial written by Edna G. McKee, a junior, advocating the formation of a dramatic club "for the study and presentation of the classics of our literature."⁷³ For some time the seniors, under the direction of G. Stuart Brodock of the Alvin Dramatic School, had been working on the production of Oliver Goldsmith's *She Stoops to Conquer*, which they presented before the Christmas recess. To the students the play was "the sensation of the season."⁷⁴ One city newspaper made special mention of the costumes which, "copied from Abbey's pictures, were historically correct and notably picturesque."⁷⁵ Another paper described the entire entertainment as "conducted with a social éclat exceptional even at this college."⁷⁶

In the following spring enthusiasm for drama was heightened by the visit of Sidney Lee, the eminent British critic and Shakespearean scholar. Dr. Lee was the guest of the college during the two days he was in the city. The first evening Dr. Martin and members of the English faculty held a reception in the drawing room of Berry Hall, at which students and faculty and also guests invited from the outside had the pleasure of meeting the distinguished visitor.

It was not surprising then that the Senior class voted to present a Shakespearean play, *As You Like It*, as a feature of their commencement festivities and that they undertook the ambitious task of presenting their play out of doors, a venture then untried at the college, and perhaps, as they claimed, also untried in Pittsburgh. The ideal spot for the performance seemed to be right on the campus. A small plot of level ground within the bend of Woodland Road, bordered on the side of the road by tall shade trees and on the opposite side by a sloping hillside, formed a natural theatre. On the Saturday afternoon before graduation all the efforts of the preceding weeks culminated in the production of a gay and colorful spectacle.⁷⁷ The seniors, and indeed the entire college community, were proud of the achievement and gratified to read in a Sunday morning paper that "elaborate costuming and a lack of amateurism on the part of the participants made the play a thoroughly enjoyable affair."⁷⁸

From an educational standpoint the years 1894-1906 were good. However, since January of 1903 there had been persistent rumors that behind the scenes all was not well, that the college might be closed and its property sold. The rumors were not without foundation. The Board of Trustees met in special session, December 30, 1902, to study "the steady increase of indebtedness incurred by constant annual deficits," and the question of continuing the college did arise at that meeting. Furthermore, in the following February, Dr. Chalmers Martin resigned from the presidency,⁷⁹

CHATHAM COLLEGE: *The First Ninety Years*

though he remained in office and fulfilled his duties conscientiously and happily until July, when Dr. Samuel Martin was elected acting president.

Samuel Martin was a native of Canonsburg, Pennsylvania, and a graduate of Lafayette College. He had studied theology at Western Theological Seminary, in Edinburgh, Scotland, and at Princeton. From 1895 to 1903 he was president of Wilson College.⁸⁰

Dr. Samuel Martin was the first president of the college who did not live on the campus. One of the first things he did, together with the trustees, was to arrange for a dean to live in Berry Hall and supervise the general social life of the college. For some time there had been reports that discipline among the dormitory students had become altogether too relaxed, a condition which the president and trustees meant to correct. They were explicit in stating the duties of the dean. They expected her to be hostess to all visitors at the college and to preside at all social functions, to have oversight of student deportment, and "to use her best efforts to promote the dignity and refinement of the College." In addition, they expected her to be secretary of the faculty, keeping the minutes of official meetings, scheduling classes, and recording grades, and to teach such classes as the president should assign to her. Furthermore, in the event of the president's absence, she should act in his place. Dr. Martin was able to secure a person he knew to be well-suited for the position, Miss Elizabeth Eastman, a graduate of Smith College, who had been associated with him as dean of Wilson College. In September of 1903 Miss Eastman became the first dean of PCW.

In another detailed statement the trustees outlined the duties of the housekeeper. Under the general direction of the college president she was expected to look after the physical comfort and well-being of all persons in residence, a responsibility which entailed employing and directing household servants, purchasing provisions, and caring for the sick. In the latter capacity she would call to her assistance physicians and nurses whenever needed.⁸¹

Before the close of his first year Dr. Samuel Martin was elected president of the college and charged with the financial responsibility of the institution. He had great plans. In June he reported to the alumnae:

Of the future we are able to say that the prospect is bright. . . . All our hopes, however, will depend on the patient and untiring efforts of our Trustees, alumnae, and friends. It will take time as well as money, wisdom as well as work, to make our college what we hope to see it. Our hopes include a new building for classrooms. This we hope to make an ideal modern school as perfect and as completely equipped as the best judgment of teachers and architects can

"Fervent in Spirit"

make it. It will be located on Woodland Road, nearly on a level with Fifth Avenue, and thus avoid the necessity of climbing the hill. An elevator in this building will lift us to the present level of the College, and we shall thus have the advantages of our beautiful location for residence. When our present buildings are all filled with students we can build a line of dormitories around the crest of the hill from the front of the Music Hall to the present location of our stable, and accommodate six hundred students. Why not?⁸²

By the Efforts of Trustees, Alumnae, and Friends

Dr. Samuel Martin agreed to shoulder the financial burdens of the college at a critical time. He pointed out, as Miss DeVore had stated in her years, the fact that it never had been possible "to maintain a first class college in this city on fees paid by students."⁸³ A yearly deficit was accepted as normal. The higher standards of scholarship, which had placed the college beside the best in the land, necessitated still greater expenditures, until by 1904 the debt reached alarming proportions. Still hopeful that the college would move on to greater accomplishments, if only its finances could be restored to a sound basis of operation, Dr. Martin called upon trustees, alumnae, and other friends for assistance, and the call was heeded.

The Board of Trustees upon which Dr. Martin leaned for support had been reduced in numbers from thirty to fifteen members, elected in classes of five, each class serving for a term of three years. The list of active members no longer included the name of a founder. The minutes record the death of Charles J. Clarke in December, 1889, and of Dr. W. J. Reid, in the fall of 1902. George A. Berry, the founder who served longest on the board was made honorary member for life in June of 1903.⁸⁴ His death occurred November 12, 1907. Of the fifteen trustees called upon to meet the crisis in 1903, Lawrence Dilworth, W. N. Frew, and David McK. Lloyd were sons of founders; Oliver McClintock had been an indispensable member since 1872. The three women, Mrs. Miller, Mrs. Nevin, and Mrs. Spencer, though recent additions to the board, served as veterans. There were only three clergymen on the board, Dr. McClurkin of Shadyside United Presbyterian Church, Dr. McEwan of the Third Presbyterian Church, recently moved from downtown to Fifth Avenue at Negley, near the college, and Dr. Lindsay of the North Presbyterian Church of Allegheny. The five remaining members were S. E. Gill, William H. Rea, J. B. Finley, James C. Gray, and Lee S. Smith.

For some time the trustees had been quite aware of the peril facing the college. In December of 1903, they decided upon a plan by which they hoped to liquidate the debt and establish a modest endowment fund.

CHATHAM COLLEGE: *The First Ninety Years*

Their proposal was to canvass the community for subscriptions in the amount of \$250,000, the pledges for which would not be binding unless \$150,000 of the sum was subscribed within two years from January 1, 1904.⁸⁵ Before appealing to the alumnae and other friends in the community, the trustees canvassed themselves and subscribed \$60,000.⁸⁶

No group engaged in the movement to improve the finances of the college worked with more fervent spirit or showed greater faith in the future of the college than did the alumnae. They were experienced in ways and means of raising money for the college, as the record of their activities for the dozen years previous revealed. In the early nineties, when money was scarce and times hard all over the country, some of the ablest students found it difficult to remain in college. At their June meeting in 1891 the alumnae voted to work toward raising a permanent fund of \$6000 to establish a scholarship to be named for their "dear President," Helen E. Pelletreau, and so to assist "worthy young ladies to complete their college course."⁸⁷ With a large planning committee and good support from the members they carried through a number of fund-raising projects each year.

The most elaborate as well as the most lucrative single project was the parlor fair held in the Kenmawr Hotel on November 16, 1894.⁸⁸ It netted over \$1,400.⁸⁹ Later they were very successful with the publication of *A Great Many Good Things*, subtitle, *A Cook-Book of Pittsburgh Recipes Compiled by the officers of the Helen E. Pelletreau Scholarship Committee*.⁹⁰ The officers were Mrs. William S. Miller, Mrs. Arthur V. Davis, Mrs. Charles H. Spencer, and Miss Elizabeth Hillman.

While working to raise the permanent scholarship fund, the alumnae furnished aid for students then in college. Within ten years from the time they started, they had accumulated over six thousand dollars,⁹¹ the sum originally set as their goal. By June of 1918 the permanent fund exceeded ten thousand dollars. Rachel C. Aiken, trustee of the fund, proved to be a most excellent steward. The Helen E. Pelletreau Scholarship has helped to make a college education possible for a long list of students through the years. The second scholarship, accomplishing a like purpose, was given in memory of Mary Hawes Nevin, a graduate of the class of '96, by her mother Mrs. E. H. Nevin, a trustee of the college, and her brothers and sister.⁹²

In 1903 the alumnae turned from raising money for scholarships to raising money for endowment. They themselves gave what they could, and they canvassed among their friends for subscriptions to the fund. Though they worked indefatigably for the next two years, the overall picture of the campaign in June of 1905 was discouraging. At the annual

"Fervent in Spirit"

meeting the president of the Alumnae Association, Mrs. William P. Barker (Eliza Bryant, '92), reported that only about a third of the amount requested was in sight, and all subscriptions would be invalidated if the \$150,000 was not reached by the end of the year. She then appealed for greater exertion on behalf of the fund. Saying, "Shall we, daughters of the only Woman's College in Western Pennsylvania, shall we stand by and calmly watch our Alma Mater draw her last struggling breath? . . . The old Pittsburgh Female College faded away a few years ago. . . . Do you want our Alma Mater to be only a memory?"⁹³

If the alumnae had not known it before Mrs. Barker addressed them, a few days later they were made fully aware that grave considerations underlay their president's appeal. The headlines of a morning paper of June 7 read: UNION OF W. U. P. AND COLLEGE OF WOMEN PLANNED. The writer stated that in all likelihood the college and the Western University of Pennsylvania (now the University of Pittsburgh), then located in Allegheny, would be united, that the college would become "the Woman's School" of the university and "in view of its heavy debt would profit by the union." He mentioned the fact that the college was located on one of the finest sites in Allegheny County and suggested that the collegiate and engineering departments could be established in the buildings then occupied by PCW.⁹⁴

Mrs. Nevin, on behalf of the Board of Trustees, promptly sent a letter to the *Leader*, stating that though a merger of the two institutions had been considered, the college board had decided it would not be feasible. She declared:

As far as the Pennsylvania College is concerned, it has nothing to gain from such a union and much to lose. . . . Please inform your readers that no merger of these two institutions, equally in need of endowment, is possible or even considered by the Pennsylvania College for Women. To lose its charter and its property, its identity, its history, and its aim, with nothing to gain in the damaging exchange, would be worse than folly.⁹⁵

The next day the papers carried a statement by Dr. Samuel Black McCormick, chancellor of the university, denying the report that the two institutions would be united, saying:

The University is co-educational in theory, but very few young women are in attendance. It may be that some arrangement can be made with the Pennsylvania College for Women whereby it may give the courses to the young women of the University. . . . The Trustees of the University are busily engaged in seeking a new location. . . . The grounds of the Pennsylvania College for Women are none too large for the College and would be utterly inadequate for the needs of the University.⁹⁶

CHATHAM COLLEGE: *The First Ninety Years*

And thus ended, for a time, the dread that the university might take over the college.

In the last three months of 1905 efforts were doubled and redoubled to meet the December 31 deadline. At the beginning of October the trustees requested Dr. Martin to leave the management of campus affairs to Miss Eastman and to devote his entire time and energy to completing the endowment fund.⁹⁷ In mid-November Mr. McClintock gave up his business in order to give his full attention to the task of raising the amount required.⁹⁸ Early in December Miss Brownson, professor of biblical history, started out on a round of visits to the women's clubs of the community and near-by towns, to solicit their assistance. As a result, the Travellers' Club of Pittsburgh and the women's clubs of Carnegie and Wilksburg sent in contributions. Important as were the gifts of money at the time, more significant for the future of the college was the feeling of good-will expressed by the many club women before whom Miss Brownson spoke. Of that experience Miss Brownson wrote later, "Always I met with the kindest reception for myself and my message. . . . In almost every case the point most appreciated was the fine educational standing of the College. Only once did I encounter a mother whose aim was to secure for her daughter entrance into 'a real stylish school'."⁹⁹

The students too had been asked for contributions, and quite gladly did they forego favorite indulgences for the sake of their college. At the last chapel service before Christmas recess they proudly presented the results of their efforts, a sum total of \$1,776. Another contribution announced on that occasion deeply moved all who were present. Dr. Martin reported that two of the employees, Ed Moriarity and Mary Householder, together had given from their small earnings fifty dollars "to save the College" they had served so long and so faithfully.¹⁰⁰

As late as noon on December 30 there was no certainty that the full amount required would be subscribed at the stated time. Mr. McClintock then made the following statement for the city newspapers:

The lists close on the last second of the last minute of the last day of 1905. That gives us until midnight Sunday. You must not be surprised that we keep open for that cause on Sunday. It is justified. You know the Scriptures say that if a man's ox or his ass have fallen into a ditch on Sabbath day he may pull them out. Well, that's about our fix. We must pull this magnificent college out of the hole, even if we have to work on Sunday.¹⁰¹

Fortunately, Mr. McClintock did not have to work on Sunday. That afternoon Mr. J. H. Lockhart multiplied his contribution tenfold, thereby increasing the fund to above the \$150,000 required. In addition to that amount two bonuses were received: \$20,000, given jointly by Mrs. John

"Fervent in Spirit"

R. McCune (Janet Lockhart, '87) and Mrs. H. Lee Mason, Jr. (Martha Lockhart, '88), and \$20,000 given by Henry C. Frick. A total of \$191,459 was raised before December 31, 1905, an amount sufficient to liquidate the debt of approximately \$72,000 and establish an endowment of \$120,000.¹⁰² The trustees had surmounted their first hurdle; they still hoped to raise the subscription to the figure originally intended. There are reports of additional contributions, but no evidence to show that the entire amount was received. Nevertheless there was very good feeling among all who had canvassed. Very special praise was accorded to Dr. Samuel Martin for his vigorous and effective work on behalf of the campaign. Dr. Martin had agreed to stay with the college only through June, 1906. Dr. Lindsay, who succeeded him as president, offered the resolution which was adopted by the Board of Trustees, expressing to Dr. Martin "recognition of his wise leadership and high appreciation of his excellent services to the College," and referring especially to his thorough scholarship and the dignity of his personal character which had made "a deep impression on those who were brought into close contact with him, and especially upon the students whose educational development was committed to his care."¹⁰³

The academic year of 1905-06 closed with general rejoicing in the college community, and that was good. However, it would not be good to forget that these dozen years, 1894-1906, which on the whole marked progress, were also years of disappointment for some and years of serious apprehension as to the future of the college. In sum and substance it was a period when the "fervent in spirit" triumphed over the "slothful in business." The "fervent in spirit" were those persons of insight who felt a deep sense of responsibility in preparing coming generations of young women for humane living in their era and planned the educational program of the college accordingly. They were the three presidents, members of the faculty, and students who worked to maintain high standards of scholarship. The "fervent in spirit" were also the trustees who believed in the purposes for which the college had been founded, who remained with the business of trusteeship through trying times and helped to establish the institution upon a sounder economic basis than it ever had known. The "fervent in spirit" were likewise the alumnae who worked to give scholarship aid and worked for endowment that their college might continue to furnish the means of a good education to more and more students. And they were the friends who gave again and again to sustain Pennsylvania College for Women in Pittsburgh. It was by the spirit and labor of all of these that the college was able to face the years ahead with a new lease on life.



CHAPTER EIGHT

A New Lease on Life

1906-15

"Never has the future of our College looked so bright and promising," was the legend, printed below a full-page picture of the college building in the first issue of the *Sorosis* for the year 1906-07. Success of the endowment campaign had boosted college morale. A spirit of optimism balanced by a strong sense of *noblesse oblige* pervaded the community, quite in line with the contemporary trends of the "Progressive Era," as the decade preceding the nation's entrance into the First World War has been called. In the mind of the new president entering upon his responsibilities in the summer of 1906, the college had taken on "a new lease on life."

A New Administration

Dr. Samuel Martin's successor was a man well acquainted with the college and with the Pittsburgh community. He knew the college as it stood at the time, its assets and its needs, for he had been a member of the Board of Trustees since 1899. He knew and was known by the people of the community, for he had been pastor of one of its leading churches since 1893.

The new president, Henry Drennan Lindsay, born in South Carolina, was the son of a minister in the Southern Presbyterian Church. He grew to manhood in his native state during the trying years of the War Between the States and the Reconstruction following. He was a graduate of Erskine College and of Princeton Theological Seminary. After holding a number of pastorates in the East, he accepted a call to the North Presbyterian Church of Allegheny.

Immediately upon coming to Allegheny, Dr. Lindsay entered into the swing of community affairs. He worked with the Freedman's Bureau of the Presbyterian Church and was a director of Western Theological Seminary, a trustee of Grove City College, as well as of Pennsylvania College for Women, and a member of the Academy of Science and Art

CHATHAM COLLEGE: *The First Ninety Years*

of Pittsburgh. He readily felt at home in the community and expressed a belief in "the Greater Pittsburgh, not simply in the larger city which will be in the name when legal quibbles are out of the way, but in the great city which is in reality today."¹

Dr. Lindsay considered the invitation to become president of the college a call to duty just as he had looked upon his ministry in the church. At the time of his inauguration as president of the college he asserted: "There are three great educational institutions in the world today, the church, the school, the home. These do not conflict, they supplement one another, and no one can do its best work without the help of the other two."²

Having two daughters of his own as well as two sons, Dr. Lindsay was convinced of the importance of higher education for women as well as for men. He said, "It has been proved that she (woman) can receive the same education as men and in getting it she loses nothing of her essential womanliness." The latter point was very important in his thinking. In his baccalaureate address to the first class graduating during his presidency, he stated something of what he meant by "womanliness," saying, "While we rejoice at the larger opportunities the twentieth century is bringing to women, your truest kingdom will be the real kingdom to which Esther came, the kingdom of love and pity, the kingdom of self-sacrifice and service, and therefore the kingdom of influence and power."³ To the question still frequently asked as to whether a liberal education would make a girl a better wife or mother or a more valuable member of society he replied affirmatively.

Dr. Lindsay continued to serve as a member of the Board of Trustees after he became president of the college, though the charter incorporating the college had expressly stated that "no person acting as President of the Faculty or Professor of the said College shall be capable of being a trustee." In actual practice the presidents from Dr. Black on had been called to trustee meetings to give advice and submit reports. Also Dr. Beatty and Dr. Holland had been trustees as well as members of the faculty of the early college. In June 1911 the trustees received permission from the Court of Common Pleas of Allegheny County to amend the charter in three details. The above article was amended to read that "no Professor of the Said College except the President of the Faculty shall be capable of being a trustee." Each president since then has been elected to the Board of Trustees. Another amendment increased the number of trustees from fifteen to twenty-one. The article which had required that two-thirds of the trustees be "members in full communion with some branch of the Presbyterian Church" was amended to read

A New Lease on Life

two-thirds of the trustees should be "members in full communion with some evangelical church."⁴

On the campus Dr. Lindsay found himself in a thoroughly congenial environment. He was received cordially and enthusiastically by both faculty and students. There was mutual confidence between him and the Board of Trustees. And Miss Coolidge, the new dean whom he had selected to replace Miss Eastman who had resigned, proved to be a most valuable co-worker in college affairs.

Cora Helen Coolidge was a New Englander, reared in a home where the ideas of Emerson and of Thoreau were familiar topics of conversation, and where the Bible, English literature, history, and politics were fields of required reading. Her father had been congressman from Massachusetts. She was graduated with honors from Smith College, and had taken summer courses at the universities of Chicago and Gottingen, Germany. After spending some time in travel, she chose education as her profession. At the time she was asked to become dean of the college, she was vice-principal of Cushing Academy in Ashburnham, Massachusetts. She was a member of the Massachusetts State Committee of the Young Woman's Christian Association and a public lecturer of some note.⁵

In Pittsburgh Miss Coolidge soon became a favorite speaker at meetings of clubs, church groups, and educators. Her lectures on Browning and Robert Louis Stevenson were in steady demand by persons planning club programs. In speaking before and meeting with organized groups of women, and of men too, Miss Coolidge was taking the college to the people of Pittsburgh. She was a member of Colloquium and of the Twentieth Century Club. She was among those women most active in initiating the movement to establish the College Club of Pittsburgh, which had as its original purpose that of uniting the college women of the area, "so that they might be the more easily reached when their aid was desired for any good cause." Miss Coolidge was chairman and Mrs. William S. Miller, '77, a member of the committee that drafted the constitution of the College Club. The meetings at which the club was launched were held in the chapel of Pennsylvania College for Women, January 11 and February 6, 1909.⁶

Though Dr. Lindsay and Miss Coolidge were individualists, they worked together harmoniously, for they had much in common. Both of them, to a marked degree, possessed the faculty of getting along with people. Dr. Lindsay with his Southern gentility and generous spirit and Miss Coolidge with her warmheartedness and her combined good humor and fair judgment won the good will of the people with whom they came

CHATHAM COLLEGE: *The First Ninety Years*

in contact. The two were fairly well agreed on college policies. Together and individually they provided leadership in the affairs of the college which helped to make their era a great period in the history of Chatham College.

Both Dr. Lindsay and Miss Coolidge favored the growing opinion that the time had come when the preparatory school should be completely separated from the college. The preparatory school had been established in the early years as "an adjunct or feeder" to the college, to prepare students for collegiate work at a time when the Pittsburgh area did not provide sufficient means for such preparation. In general the faculties of the two schools had been separate, though some instructors taught classes in both. It was principally in the dormitory life and social affairs that the two groups of students were united. In 1907 the Board of Trustees voted to name the preparatory school "Dilworth Hall" in appreciation of the generous support given the college since its foundation by members of the Dilworth family, to differentiate between the two groups in dormitory regulations, and to issue separate catalogues.⁷

This separation proved beneficial to both schools. However, though Dilworth Hall gained a fine reputation of its own, it survived but nine more years. Two factors contributed to its closing. By 1916 enrollment in the college had increased to the extent that more rooms were needed for college use. Also by that time two large public high schools had been established in close proximity to the college, Peabody opening in September of 1911 and Schenley in October of 1916, thus lessening the need for a preparatory school as a feeder to the college. The trustees decided, therefore, to discontinue Dilworth Hall in the spring of 1916, and so immediately clear rooms for college use, but to continue instruction of the class of 1917 until its graduation.⁸

Through the years the preparatory school had served the needs of the college well. A goodly number of its students entered the college and became alumnae. Others, even though they did not enroll in the college, nevertheless maintained a strong loyalty toward it.

Miss Janet Lowrie Brownlee, for many years principal of the preparatory school, warrants very special mention in this history. She was a native of Washington County, Pennsylvania, a daughter of the Reverend John T. Brownlee, pastor of the Mount Hope United Presbyterian Church, and Martha Ashton Brownlee, and a grandniece of Mrs. Sarah Foster Hanna of Washington Seminary.⁹ Miss Brownlee became principal of the preparatory school in 1887. For forty-three years her tall stately figure moved through the college halls, so that she seemed a very part of the place. Her straight gray hair, lustrous as spun silver, forming a pompa-

A New Lease on Life

dour above her high forehead, was rolled into a coil and pinned firmly on top of her head. Her countenance revealed strong character, lighted up by sympathetic understanding and quiet humor. To the preparatory school she had given good management, with wise counsel for budding teachers and the exemplification of good teaching in her classes in which she helped the girls to understand mathematics and like it too. When the preparatory school closed she remained with the college as assistant to the dean until her retirement in 1930.

All who knew Miss Brownlee were impressed by the wealth of her information and the soundness of her judgment. She was an extensive traveler and an inveterate reader. She studied the Bible daily and took a keen interest in national and world politics. A devotee of Henry George, she was an active member of the Single Tax League of Pittsburgh. At one time she was asked how she, a staunch U. P. (United Presbyterian), could entertain such liberal political and economic views as she repeatedly expressed. She replied quite calmly, "Well I don't associate liberalism with irreligion and godlessness." Indeed, she found the principles of a single tax upon land evaluation substantiated in the Old Testament, and quite in agreement with teachings of the New Testament and practices of the early Church, and certainly compatible with Christianity as she understood it and lived it in her day.

The Faculty and Educational Program

Dr. Lindsay and Miss Coolidge were true educators as well as able administrators. Both felt that the college had a mission to perform; they worked to maintain a strong faculty and a good educational program.

At the beginning of his administration Dr. Lindsay set forth his conception of the ideal course of study for the college, expressing ideas which would seem up-to-date if heard among administrative and faculty circles of the college today: In his inaugural address he said,

We must study languages and know people, and measure values that we may grasp the good anywhere and build upon enduring foundations. Anybody can buy books; only those to whom they have opened their hearts possess them. . . . There is no true understanding of the natural world save through the study of science and the breadth of vision which that study gives. . . . In the school which is truly an educational institution, the cultivation of the aesthetic sense is as much a part of the curriculum as is the study of science or language. . . . An individual, yes, but unless a girl understands that she is a member of a body politic as well, she has not been properly educated. . . . I do not hold it is the duty of the school to teach religion in the same way that the church does, but in that way which will make it a dependable factor in the work the church is trying to do to save the world, . . . to save it from greed and lust and license—

CHATHAM COLLEGE: *The First Ninety Years*

to save it to order and honor and cleanness and mercy and peace and truth and God.¹⁰

A teacher as well as a preacher, Dr. Lindsay conducted classes in the history of philosophy, ethics, psychology, and evidences of Christianity, classes which his students recall with appreciation. Miss Coolidge was a teacher too. One of the favorite courses of this period was her seminar in the poetry of Robert Browning, open to juniors and seniors, which she conducted informally in the delightful atmosphere of her office. Miss Coolidge also taught classes in the field of education. Interested in the improvement of teaching throughout her life, she instilled in her students a love for teaching and gave them practical instruction in the approach to problems dealing with young people.

In 1911 the training of teachers for the public schools was brought under state regulation. Until then there had been no uniform state requirement and teachers were getting positions on the basis of influence more than qualifications. After 1911 graduates of approved degree-granting colleges having completed "two hundred hours' work in pedagogical studies" were granted provisional college certificates good for three years. After one had taught that length of time, the certificate could be converted into a permanent college certificate.¹¹ In 1914 the college announced that, in accordance with the new code, its graduates were certified to teach in Pennsylvania, and arrangements for their certification had been made with the New York State Board of Education and with similar authorities in other states. A fair percentage of the students of this period prepared for teaching. Ever since, they have acclaimed the inspirational classes in education taught by Miss Coolidge.

The educational enterprise of the college was stimulated not only by the new administrative officers but by the faculty, both old and new members, and an expanding curriculum. Miss Mary W. Brownson, upon whom Washington and Jefferson had conferred the A.M. degree in 1905, the first woman so honored by that college, carried on study and research as long as she taught. To the Biblical studies of her earlier career¹² she now added historical research, spending her summers at work in libraries of this country and at Oxford University, the British Museum, and the Bibliotheque Nationale in Paris. Also teaching history at this time was Mrs. Elizabeth B. Armstrong who remained with the college until 1911. Her fields were medieval and English history. She was an excellent teacher and an exemplar of gentility. Her students recall times when before important social occasions she gave delightfully humorous and unforgettable talks on etiquette as well as times when the deeds of Charlemagne or of the Plantagenets were made so real that they felt they had been with

A New Lease on Life

them. In 1912 Miss Elizabeth B. White, a graduate of Cornell University, joined the history faculty and remained with the college until 1924. Miss White's students have written of her as one who expected a great deal of them and one who gave them unusually good instruction in return.

At a time when Latin and Greek were losing ground over the country, the college maintained a strong department of classical languages and literature. Miss Laura C. Green, who seemed to typify the dignity and steadfastness of the ancient Roman matron, came to the college in 1901 as instructor in Latin and Greek. She was a graduate of Wellesley. Save for a few years when she was absent to work for her Master's degree at Columbia, and later to study in Italy and Greece, she remained with the college until her retirement in 1936. Many of her former students would testify concerning her as did the one who wrote, "Devoted to her subject, patient with her students, she made them feel the beauty and the power of Latin poetry."¹³ It was during Miss Green's absence, 1910-13, that another fine classical scholar, Miss Florence Kellogg Root, A.B. and A.M., Smith College, first came to the college as instructor in Latin and Greek.

In 1913 Miss Helen Randolph, who had been educated at the Hoehere Toechterschule in Bamberg, Germany, and who was thoroughly steeped in German lore, took over the classes in German and Italian. The same year Miss Edith G. Ely, a graduate of Smith who had done advanced work at the University of Berlin, was elected instructor in French. She was also resident hostess in Woodland Hall and frequently was called upon to assist in the dean's office. A person of broad interests, she spent her summers in travel and study, and is remembered as much for her sociability and general helpfulness as for her interesting classes in French literature.

The head of the English department from 1906 to 1918 was George W. Putnam, a graduate of Grove City College with an A.M. degree from Harvard. Whether lecturing on Anglo-Saxon, Shakespeare, Gaelic poets, or Walt Whitman, he aroused in his students a lasting interest in good literature. He also encouraged them to write, furnishing model specimens in his own essays of literary criticism, travel sketches, and short stories published in the *Sorosis*. Mr. Putnam was the mentor of Omega, a student literary society, and a popular speaker at college functions and in the city. The English department included also Miss Mary Grier Willson, a graduate of the college who had received the A.M. degree from the University of Pennsylvania, and later Miss Mary Drennan Lindsay, daughter of the president, who held the A.B. degree from Vassar and the A.M. from PCW.

The trustees advised Dr. Lindsay to choose a man to teach mathe-

CHATHAM COLLEGE: *The First Ninety Years*

matics, after the resignation of Miss Clarke in 1906. The position was filled for two years by Carlon E. Wheeler, a graduate of Bates College, and for the next five years by William H. Martin with the M.S. degree from Franklin College. Then in 1913, Miss Letitia Bennett, a graduate of Oberlin, took charge of classes in mathematics and astronomy and remained at the college seventeen years. Many of her former students gratefully recall today the "star-gazing tours" she conducted on clear nights and her quotations of poetical and Biblical references to the constellations, and still others recall, most of them gratefully, how vigorous and exacting she was in mathematics classes.

There was a growing interest in the natural sciences during this period. Miss Alice Dacre Butterfield who came in 1910 and Miss Violet Louise Holcomb in 1911, each stayed eight years, maintaining a continuously strong department of science. Miss Butterfield with A.B. and A.M. degrees from Smith taught biology and chemistry with great enthusiasm. When her students asked for more chemistry than was announced in the catalogue, she evolved a new course, industrial chemistry, with weekly trips to plants in the Pittsburgh area where her students saw the application of their science at first hand. A musician also, Miss Butterfield sponsored the Mandolin Club which gave pleasure to many students. Miss Holcomb, who had received her A.B. from Colorado College and A.M. from Radcliffe College, gave excellent instruction first in physics and after 1914 in both physics and philosophy. Miss Butterfield and Miss Holcomb were justly proud of the three graduates of 1914 who earned advanced degrees in chemistry and taught science in colleges. Marguerite McBurney, who did graduate work at both Cornell and Columbia where she received the A.M. degree, taught at Wilson College and also at PCW. Margery Stewart first assisted Miss Butterfield in chemistry and then studied at the University of Chicago and at Columbia, receiving the Ph.D. from the latter. Pauline Burt who received her A.M. degree from Mount Holyoke and Ph.D. from Yale taught chemistry at Vassar, Mount Holyoke, and Smith colleges. Miss Burt has twice been honored by her alma mater, first at the time of the thirtieth anniversary of her graduation when she delivered the commencement address and received the honorary degree of Doctor of Science and in 1956 when she received a Distinguished Alumnae Award for her contribution to the teaching of chemistry.

In 1907 a department of expression was added to the curriculum, and Miss Vanda E. Kerst was placed in charge of it. Miss Kerst had studied at the Curry School of Expression and before coming to the college had taught at Heidelberg College, Ohio, as well as at her own school in Dayton. Expression as a field of study formerly had been called "elocution"

A New Lease on Life

and as such was often associated with Delsarte and physical culture. The aim of the department of expression was "to foster in the student a larger appreciation of the truth and beauty of great prose and verse." According to the catalogue statement, "Expressional study of the best kind cultivates beauty of speech, trains the intellect, educates the emotions, and puts the student into full command of the forces of body and mind." Courses were offered in principles of vocal expression, debate and extemporaneous speaking, interpretative reading, dramatic appreciation, and story telling. Private lessons were given also, and certificates in expression were granted to students completing certain courses in the department along with other college courses. In addition to teaching Miss Kerst sponsored the Dramatic Club and directed all dramatic undertakings on the campus from faculty plays to the Shakespeare Festival. Much of her work was tied in with that of the music and art departments. Because many of these events were held outdoors, weather was a constant source of concern from the very day Miss Kerst arrived.¹⁴ There was good basis for Miss Coolidge's statement, "We have many times bestowed upon Miss Kerst the degree of Master of Circumstances."¹⁵

The college had been fortunate in having the leading piano teacher of the city as its director of music for twenty-eight years. In those years Joseph H. Gittings built into the college a center of musical culture. The college community was saddened when in the spring of 1907 he resigned his position. To hundreds of students he had been the beloved teacher, to all persons connected with the college a friend never to be forgotten, and to all the people of Pittsburgh a great benefactor, for he had brought them good music.

In 1909 T. Carl Whitmer was made head of the department of music. Mr. Whitmer was born in Altoona, Pennsylvania, educated in New York and Philadelphia, and had spent some time in the musical centers of Europe. Before coming to the college, he had gained a national reputation as organist, composer, teacher, and writer. His *Critical Essays on Widor's Ten Organ Symphonies*, first published in 1900-01, *Symbolisms* and *A National Spiritual Drama*, besides essays on music appreciation and music pedagogy, had revealed in him a discerning critic and a creative thinker. Besides directing the music department of the college, Mr. Whitmer taught piano, organ, and composition and also took part in numerous musical programs on the campus and in the city. During this period the college extended its offerings in musical theory, giving five year-courses in theory and composition in addition to courses in orchestration and the history and appreciation of music. In May of each year a recital of original compositions was given in the chapel.

CHATHAM COLLEGE: *The First Ninety Years*

Courses in public school music and church music were introduced also. Certificates in piano, organ, singing and musical pedagogy were granted to students completing a prescribed amount of theory and practical work.

Associated with Mr. Whitmer were several instructors in voice, piano, and the stringed instruments. Of these special mention should be made of Mme Elise Graziani, Mrs. Ida Stark Koelker, and Mr. and Mrs. Charles Mayhew. Mme Graziani who taught vocal music and conducted the Glee Club from 1909 to 1912 was born and educated in Germany. She had a rich contralto voice and was generous and gracious in the use of it. Mrs. Koelker who succeeded her in the vocal work had studied at the Leipzig Conservatory and for two years had been coached by the famous Leschetizky of Vienna. In 1912 Mr. and Mrs. Mayhew were placed in charge of the vocal work. Mr. Mayhew, who had been a student of Ivan Moraski in Boston, taught advanced singing and trained the choral groups. Mrs. Mayhew was an accompanist, who also taught singing and public school music.

In 1914 Miss Anna Belle Craig, a well known Pittsburgh artist, joined the college faculty and for the sixteen years following gave studio instruction in drawing and painting, taught classes in the history of art, and lent valuable assistance to every artistic undertaking on the campus.

Instructors in physical culture in addition to teaching classes in gymnastics and supervising athletics worked with the faculties of expression, music and art in producing many of their programs. The names of Miss Marion Knapp, a graduate of the Boston School of Gymnastics, instructor at the college from 1906 to 1910 and of Miss Helen Abbott, a graduate of the Sargent School of Physical Education, instructor from 1913 to 1917, appear frequently on the programs.

In 1908 the college introduced a program of social service into its curriculum, something quite new among the colleges of the country. In Pittsburgh it seemed altogether the right thing to do. It was the year the city was to celebrate its sesquicentennial. It was also the year of the Pittsburgh Survey, a project undertaken by the editors of *Charities and the Commons*, later called the *Survey* magazine, to investigate labor and living conditions among the wage-earners of the Pittsburgh district. The investigation, the first of its kind in the country, was financed largely by the Russell Sage Foundation. It was made practicable by the cooperation of a group of experts and leaders in social and economic movements from different parts of the country, "who entered upon the field work as a piece of national good citizenship," and of persons and groups in Pittsburgh, "who were large-minded enough to regard their local situation as not local and peculiar, but as part of the American problem of

A New Lease on Life

city-building.”¹⁶ The existence of sentiment in the city for social reform facilitated the work of the survey. The director of the project stated, “The welcome extended to the Survey staff by leading citizens at the beginning, and their willingness from first to last to listen to its hard sayings gave the Survey much of its essential driving power.”¹⁷

The Survey Report published in the January, February, and March, 1909 issues of *Charities and the Commons* revealed the injustices and hardships of working conditions, the misery of living conditions, and the prevalence of crime and vice, most of which had resulted from the rapid expansion of industry, the amassing of great wealth and its inequitable distribution, and the inadequacy of the city government organization to cope with the problems involved. The director of the project stated in the report, “the Survey had not given Pittsburgh a black eye. Rather, Pittsburgh is pointed out as a city which at the present time of deficit in urban well-being has had the civic grit to take an inventory and publish a statement.”¹⁸ The survey had recognized the problems and suggested the needs. It was up to the community to work for improvements.

While the announcement that the college would offer instruction in social service which was new among colleges in 1908, many people viewed it as a natural development. Both Dr. Lindsay and Miss Coolidge felt a deep concern for community problems. Oliver McClintock, president of the Board of Trustees, was one of the active members and president of the Civic Club. Among alumnae and students there was a growing interest in social service. In the fall of 1907 the first speaker brought to the college on the lecture series financed by the Alumnae Association was Jane Addams, who told of the growth and importance of settlement work in England and America, and particularly of her own work at Hull House.

The January *Sorosis*, 1908, contained an article on “Social Work for Women” by Luella P. Meloy, '84. Miss Meloy wrote of the field of social work in Pittsburgh which she had investigated the preceding summer, and praised especially the work being done by the Juvenile Court. She told also of her own work as an employee for five years at the State Charities Aid Association of New York and stated that a girl wishing to become a trained social worker would find her opportunity for that training in New York.

The following year the *Alumnae Recorder* printed an article by Margaret E. McKinney, '02, telling of the New York School of Philanthropy which she was attending. The school had its origin in a summer conference of social workers begun in 1898. In 1905 it was established as a school by the Charity Organization Society of New York City for

CHATHAM COLLEGE: *The First Ninety Years*

the purpose of fitting men and women for social service. It offered a one-year course combining lectures, study, and class work with field work in visiting institutions and carrying on investigations, and practical work in family visitation and the administration of office work. The school was affiliated with Columbia University.¹⁹

Pennsylvania College for Women, being located in Pittsburgh, had special advantages for training in social service not only in that social problems could be studied on the spot where they existed and there was a great need for social workers, as members of the survey staff were saying, but also by reason of the existence in the city of some well established social organizations where students could observe and do volunteer work. The Juvenile Court, the YWCA and the YMCA, the public playgrounds, and the free kindergartens established by the Civic Club, as well as several fine settlement houses, all welcomed the prospects of a training course for social workers in Pittsburgh.

In 1908 the college program, offering two year-courses in social service together with regular college courses in civics, economics, sociology, Bible, ethics, and psychology, was unique. Each social service course combined theory with practice, entailing both class work at the college and field work in the city. The field work of the first year was largely visitation for purposes of observation and analysis, and that of the second year was centered upon practical work under the supervision of experienced workers. Institutions and agencies which cooperated with the college in the program of the early years were the Associated Charities of Pittsburgh, Carnegie Home Library clubs, Columbian Settlement, Juvenile Court, Kingsley House,²⁰ Pittsburgh Free Kindergarten Association, Pittsburgh Playground Association, and the Young Women's Christian Association. A student completing the two-year program was granted a certificate in social service. One taking the social service program as an elective within the four-year college program was granted a professional certificate in social service as well as the A.B. degree.

Miss Alice Lyon Logan, a graduate of Wellesley, taught social service the first year it was offered. In the fall of 1909 Miss Luella P. Meloy was brought back to the college to take charge of the program, and for twenty-six years she devoted her life to its work. While teaching Latin in the preparatory school, she had become actively interested in the work at Kingsley House. Shortly after the turn of the century she left Pittsburgh and discovered her vocation in New York. She worked first with the Charity Organization Society of New York City and later was made children's agent of the New York State Charities Aid Association. She also studied at the New York School of Philanthropy. To the college she

A New Lease on Life

brought not only the benefit of this fine experience, but, what was also very important, as Miss Coolidge pointed out, "an acquaintance and sympathy with the local work."²¹ In 1914 she received the M.A. degree from Columbia University where she majored in sociology. The social service department as it evolved at the college was largely her creation, though it owed much to the cooperation of Dr. Lindsay and Miss Coolidge and to the support of the Board of Trustees.

Something of the value Miss Meloy set upon her subject was expressed in an article prepared for the alumnae in 1911. She wrote:

In educational circles they are still trying to work out an old puzzle—Shall the student select those studies which make him cultured or those which will train him for a vocation? . . . The answer is obvious. Social studies—civics, economics, sociology—especially if illustrated from life, should open the mind to culture and no less prepare it for the exercise of character and judgment in practical life. . . . Such study should teach (the student) the essential unity of humanity. . . . She should learn on one hand to avoid weak sentimentality in the presence of suffering and on the other hand to experience feeling at once rational and tender for all who suffer, without regard to class distinction. . . . If she has really thought about the theory she has studied, if she has been a sympathetic observer of social workers, and if she has made a beginning, however weak, in some work of her own, she has learned that her education is not an ornament to set her above the less favored of humanity, but a means to be used for service.²²

In a paper read before the Conference of Deans at Bryn Mawr College in the spring of 1914 Miss Coolidge presented some of the advantages of the social service program as carried on at PCW. She said that the extension of time during which the students study the subject in connection with other courses produces "a cultural effect not so easily attained when the same amount of practical work is carried in one year," and that observation and analysis of actual social conditions and individual practice in social work give the students "experience in dealing with human nature, a breadth of view and enlarged interests which they would not receive in theoretical and cultural courses alone." She added, "Far more to me, than the fact that we are giving a 'life-career' motive to a few women, is the knowledge that we are giving a 'life-interest' motive to many of a kind bound to affect society for good."²³ A considerable number of the college graduates did become social workers in the Pittsburgh area and elsewhere.

Two other persons, though not officially members of the faculty, should be mentioned as being very important to the faculty and the educational program. They are Miss Emma Mellou Campbell, M.A., West-

CHATHAM COLLEGE: *The First Ninety Years*

minster College, the very helpful librarian from 1906 to 1916, and Miss Margaret A. Stuart who was made secretary to the president in 1911 and proved to be so unusually competent that in later years she became one of the pillars of the institution.

Life Outside the Classroom

The college always had stressed the educational value of day to day living on the campus. The home-like atmosphere characteristic of the earliest years still encompassed the place. For faculty and students, old and young, to live together in friendliness and courtesy and mutual helpfulness was still considered a fine art. There were many of this era who exemplified it; there were few, if any, who were not affected by it.

Two or three persons may be named as typifying this life. A dozen names come to one's mind immediately, but that of Miss Coolidge would head almost every list. A perfect hostess, she was one who had the gift of putting a person at ease. Those who knew her will recall many a situation in which she saved someone from embarrassment by a quick turn of phrase accompanied by her inimitable chuckle. She entertained extensively and elegantly, but never lavishly. Her luncheons and dinners were remembered as much for good fellowship and lively conversation as for delicious artichokes and Nesselrode pudding. Good grooming was a part of her social code. She called it something one owes to others as well as to oneself. After 1911 Miss Coolidge's mother, and for some time her aunt, Mrs. Cutler, lived with her in Berry Hall, and so helped to complete the age cycle of the college family. The students considered it one of the privileges of their college years to have known these gracious women and to have shared with them their experiences. Another indispensable person at the college throughout this period was Mrs. Sarah Drais, a cultured woman who had attended Lake Erie College. She supervised the housekeeping, answered many a question of personal importance to students, and was hostess to faculty and students as well as to all visitors who came to the college.

The loyalty to the college and faithful service of those men and women who worked on the grounds, in the kitchen and dining room, and various other places, and, in turn, the genuine consideration shown to them by those whom they served was another fine feature of college life. In 1908 Ed Moriarity and Mary Householder retired from active service, Mary having been with the college thirty years and Ed forty. They were devoted friends. Student talk had it that they had been betrothed all through the years, but in each loyalty to the college was so strong they never married. At the 1908 alumnae banquet Mrs. G. W.

A New Lease on Life

Warmcastle, '77, offered a toast to "Ed and Mary" which touched the hearts of those present, for they had known their kindnesses.²⁴

Carrying on the tradition of the faithful and long-serving employee was Minerva Wilson, who came in the years before the First World War and stayed until after the Second World War. She worked as head waitress in the dining room, as receptionist in Berry Hall, and finally as telephone operator. Working in the telephone and mail room, where everyone on campus stopped at least once a day, she also kept pretty well up with college affairs and dispensed information freely. Minerva became a tradition in herself, as well as an important member of the college community.

Dr. Lindsay and Miss Coolidge both believed it was essential to the cultural life of the college that recitals and concerts, dramatic productions, and lectures be given on the campus. With the financial support of trustees and alumnae and the generosity of members of the faculty they were able to present a program of high quality year after year. The events, planned for the college community and open to the public as well, attracted many people from the city in addition to the students and faculty of the college who attended en masse, and thus accomplished a twofold purpose of broadening the cultural horizons of the college and of revealing the college, its faculty and students and the work they were doing, to greater numbers of people.

The tradition of good music at the college was continued and strengthened. Recitals were given each month on a Friday evening by members of the music faculty, all of them experienced artists. Also one or more programs were given during the year by guest musicians, and recitals by advanced students were scheduled at various intervals. The last program of the year, called the Commencement Recital, represented the best in student achievement. Over the years a pleasing variety of excellent music was presented.

There was great enthusiasm for play production too. The Dramatic Club, including not only students in classes of expression but others as well, made a serious study of plays and of play production. The Senior class play had now become an annual event, and the faculty play following the Valentine Dinner, usually farcical, was called a tradition. Each of the language clubs gave a play. A number of the speakers in the lecture series were dramatists, among them Padraic Colum who had been with the Abbey Theatre of Dublin, and on two occasions William B. Yeats. In 1916 the Dramatic Club produced two of Yeats' plays, *The Hour Glass* and *The Land of Heart's Desire*.

This period was perhaps the heyday of the national Greek letter

CHATHAM COLLEGE: *The First Ninety Years*

fraternities in colleges and universities over the country. It has been a distinction of Chatham that no national secret society has been established on the campus. Mention should be made of two exclusive secret clubs with Greek letter names started in the preparatory school, since some persons have wrongly associated them with the college. In 1898 Delta Kappa Sigma, a purely social group of "prep" students, held elaborate parties. A formal dinner at which the president of the college was the honored guest probably was the last such function held by the group. Later in the year members gave a dramatic program "for the benefit of all who were so fortunate as to be there, and incidentally to increase the Murray Hill Entrance Fund."²⁵ Ten years later Kappa Psi quietly came into existence among the ranks of Dilworth Hall, progressing so far as to petition for a national charter. About that time the president's daughter became a member. Soon thereafter Dr. Lindsay called the would-be fraternity girls together and with fatherly kindness asked them to disband.²⁶ There is no evidence that the fraternity movement ever spread to the college. The presidents all have been opposed to it. Perhaps even the girls have realized that a student of the college enjoys the most important advantages a fraternity could offer—the joy of living with a group of congenial girls, opportunity for social development, opportunity to form lasting friendships—and avoids some of the undesirable results, especially the undue value assigned to money and the division of the student body into Greeks and barbarians, accompanied all too frequently by snobbishness on the one hand and heartache on the other.

A very democratic organization of the students was the Athletic Association, which helped to emphasize the value of physical training and especially of outdoor sports to girls spending long hours indoors. It was greatly encouraged in 1906 when Dr. Lindsay procured a gift of eleven hundred dollars to build and equip an athletic field. The plot of ground on the top of the hill formerly used for a vegetable garden was prepared and equipped for tennis and hockey.²⁷ Further encouragement was given by D. McK. Lloyd, a trustee, who presented the association with a beautiful loving cup to be used as a tennis trophy and awarded at the close of the spring tournament in singles. In 1912 a fall tennis tournament in doubles was introduced, at the close of which the winners were presented college sweaters by Dr. Lindsay. A schedule of interclass games of hockey in the fall and of basketball in the winter months, together with tennis in the fall and spring, provided a year-round program of sports.

Students have always been interested in managing their own publications. The *Sorosis*, issued monthly since 1895, continued to have essentially the same purpose for which it was established, namely to en-

A New Lease on Life

courage literary work and to further college spirit on the campus. An occasional citation from an exchange paper was gratifying, as for example a statement printed in the *Allegheny Literary Monthly* to the effect that "Perhaps the most truly literary of the journals that have come to us so far is the *Sorosis* for October of Pennsylvania College for Women."²⁸ The students reported at another time that, "the *Sorosis* is receiving recognition and commendation from several of the large colleges for women with which we have not hitherto exchanged."²⁹ From 1911 to 1914 a senior number was issued each spring, containing pictures of seniors together with the history and prophesy of the class. In the fall of 1914 the students voted to publish a separate yearbook and in 1915 produced the first *Pennsylvanian*.

The YWCA flourished during this time, meeting weekly, scheduling groups in Bible study and mission work, and holding a bazaar in December to raise funds for its numerous missionary and welfare projects. Each summer the association sent several delegates to student conferences held at Silver Bay on Lake George or Eagles Mere in the mountains of Pennsylvania, and those girls brought back to the college inspiration and enthusiasm to share with others.

Reference has been made to clubs that might be called departmental, but their membership was not restricted to students taking work in the department. The various musical clubs—Glee, Mandolin, and Whither—were indicative of the interest in that art. The language clubs, *Der Deutsche Verein*, *Cercle Francais*, and *Phi Pi*, gave students in German, French, and the classical languages opportunity to do something of their own planning in the use of the language and study of the culture represented by it. *Phi Pi* produced unique entertainments in attempting to re-enact some of the ancient festivals, displaying the greatest ingenuity when they converted the drawing room of Berry Hall into the Theatre of Dionysos and produced Aristophanes' *Frogs*.³⁰

Omega was a literary society, formed in the spring of 1906 under the sponsorship of Miss Mary D. Lewis, then of the English faculty. Its active membership was limited to fifteen students elected on the basis of competence in the field of literature and writing. To encourage literary work it sponsored a short story contest each year, awarding a prize of \$5.00 to the best story submitted. Both Mr. Putnam and Miss Coolidge were honorary members of Omega.

Delta Sigma was a society formed to give service to the college, and as such may be considered a forerunner of present-day Mortar Board. A limited number of juniors and seniors was selected to form the society in 1910, and after that the members chose their successors from the suc-

CHATHAM COLLEGE: *The First Ninety Years*

ceeding Junior and Senior classes. Its purpose was to extend friendly courtesies to freshmen and other newcomers on the campus, to promote college spirit, and to give assistance wherever their services were needed. When student government was established, its program absorbed the functions for which Delta Sigma had existed and the society was disbanded.

Student government and the honor system evolved gradually during this period. In the publication of the *Sorosis*, in club work, and in athletics the students had been gaining valuable experience. By assuming responsibility and organizing for the accomplishment of a purpose, by working under leadership of their own choosing, and by accepting the consequences of their actions, whether success or failure, they were learning fundamental lessons in governing. At the same time there was a growing sentiment for student government. In the year 1907-08 the *Sorosis*, under the editorship of Lilla A. Green, '08, took the lead in arousing student opinion on the subject. Early in the year an editorial entitled "Citizenship" appeared, declaring, "College is a state, a community, of which each student is a citizen. Since all are citizens of this state, there are certain duties devolving upon each one. . . . Your present responsibility is the keynote of success in college life."³¹ Before the end of that year an initial step was taken in the direction of student government and the honor system when the dormitory girls elected a house president to serve as their social representative and as a medium to bring their house problems to the attention of the dean.³² When the new dormitory, housing mostly upperclassmen, was opened in 1909, a more adequate student organization was effected in it. Miss Coolidge reported to the alumnae in 1911 that the students of Woodland Hall had adopted a constitution and were becoming more systematic in carrying out their rules. She recognized two rather fundamental problems in the process—one, that of "accustoming the girls to accept discipline from their own number," and two, that of "gaining self-reliance without an independence that resents necessary control."³³

After three years of fairly successful student government in Woodland Hall, the Senior class appointed a committee to confer with Dr. Lindsay and Miss Coolidge and find if they would approve a proposal for a Student Government Association to deal with such matters as chapel and lecture attendance and quiet in the library, halls, and dens. Approval was granted. A mass meeting was held the Wednesday following Christmas recess where the proposal was presented. A spirited discussion took place, including both support of the proposal and objections to it, and several suggestions for alternatives. When about everyone who wished

A New Lease on Life

to speak had had her say, a vote was taken and the proposal approved "on condition that the form of government should be open to student amendment."³⁴ Before the close of the college year a constitution was drafted and accepted by both faculty and students and student elections held for the Student Government Association offices. Janet L. Brownlee, niece and namesake of Miss Brownlee of the faculty, was elected the first president of the Student Government Association.

A brief listing of the achievements of S.G.A., as the association is usually abbreviated, during its first two years reveals the genesis of some college traditions which are still followed. A point system was adopted, assigning a certain number of points to each campus activity and limiting a student's activities to no more than thirty points, thereby avoiding the heaping of too much work or of too much honor upon any one girl. The management of the *Sorosis* was brought under student government, by requiring that members of the editorial staff be elected by S.G.A. from names presented by a committee consisting of the head of the English department, the retiring editor-in-chief, and a third person chosen by S.G.A. board, and requiring that reporters be elected by their respective groups. A third regulation provided for a permanent rotation of class colors—gold and white, rose and white, green and white, and red and white. Each class was required to keep the colors received in the freshman year until the close of the senior year, when they would be given into the keeping of the Sophomore class, to be presented the following September to the in-coming Freshman class.³⁵ In 1916 "moving-up" exercises were added to the color ceremony with each class moving into the section of the chapel to be occupied the coming year.³⁶ In the year 1914-15 an activities fee of \$2.50 to cover S.G.A. dues, athletic dues, and a subscription to the *Sorosis* was added to the tuition of each student. In that year too the Big and Little Sister custom was inaugurated, whereby an upper class student is assigned in the role of a big sister to each new student.

The students also gave time and effort to helping the needy. A listing of their activities during the Advent season of 1914 included the dressing of one hundred dolls for the free kindergartens of the city, a gift to the Toy Mission, a gift of one hundred dollars for missionary work and another of fifty dollars in addition to the rolling of bandages and hemming of towels for the Red Cross³⁷—a good report of thoughtfulness and services for others just before Christmas.

Buildings and Plans

In a period of progress, the educational program advancing, enrollment

CHATHAM COLLEGE: *The First Ninety Years*

increasing, and activities humming, building seemed a foregone conclusion. Dr. Samuel Martin in his era of distress had pointed out the need for more buildings. It had become a "crying need" by the fall of 1908 when the Board of Trustees decided to erect a new dormitory south of Dilworth Hall.³⁸ There was an immediate problem of finding funds to finance the building. Some of the trustees questioned the propriety of withdrawing anything from the permanent fund. Mr. James C. Gray, the legal adviser on the board, after investigating conditions under which the fund had been raised, stated, "In as much as the money was contributed for the purpose of aiding and endowing, I see no reason why part of the money may not be used for the purpose of building a dormitory, the amount thus used, of course, being for the Board of Trustees to decide."³⁹

Dr. Lindsay reported the plans to the alumnae, asking that they assume the responsibility of raising \$10,000 to furnish the dormitory. When the alumnae met in January to consider the request, a motion was made "that a protest be sent to the Board of Trustees against their action in using the principal of the Endowment Fund for the erection of a new dormitory." The motion was defeated by a vote of eighteen to seven. A second motion "that the Alumnae Association use its utmost efforts to raise as large a sum as possible to furnish a new dormitory" carried by a vote of twenty-one to nine.⁴⁰ And again the alumnae devised ways and means to assist their alma mater.

Woodland Hall, the new dormitory, a four-story, red brick, fire-proof building extending along the hillside above the college road, was erected in 1909 at a cost of \$47,484.⁴¹ Built expressly for dormitory living, it seemed like a dream come true. Today, with the addition of two extensions, it stands as the largest dormitory on the campus. The alumnae raised \$7,661.91 for furnishings, including \$230 spent by Miss Grace Anderson, '94, in furnishing and equipping the infirmary as a memorial to her grandparents, Mr. and Mrs. Robert Wightman.⁴²

The second and third floors were filled with students the first year the building was opened. At that time Dr. Lindsay reported, "without this new College home we would have over-reached our capacity for resident students."⁴³

As soon as Woodland Hall was built, the Board of Trustees appropriated \$16,500 from the permanent fund for building a president's house at the bend of the college road, south of Woodland Hall. The president had agreed to pay an annual rental of five per cent of the cost and the insurance on the building. The red brick and stucco house of two and a half stories, designed for gracious family living and the entertaining of

A New Lease on Life

college groups, was a pleasing addition to the campus, and the Lindsay family who moved into the house in December of 1910 were most welcome residents.⁴⁴

The new buildings were necessitated by the growth of the college, not only in the number of students but also in the educational opportunities offered. Students did not pay fees sufficient to compensate for the increased educational advantages. Dr. Lindsay said, "to educate a student costs twice as much as she pays."⁴⁵ In the spring of 1911 he reported:

We have been running close to the winds financially, and I have had some disquieting moments. Through numerous gifts of friends of the College and by an earnest effort to make prompt collections, the money has always been in hand to meet our bills when they fell due. We have not been behind a single day in the payment of salaries or in meeting the other indebtedness of the College. Taken in connection with the fact that our expenses are more than twice as much as they were the year I became President, it pleases me to be able to make this statement.⁴⁶

Facing a deficit of approximately ten thousand dollars every spring, the board had been meeting the emergency by either borrowing from the permanent fund and paying the money back in the fall, or getting subscriptions for gifts from "friends of the College," and sometimes by both borrowing and canvassing for subscriptions. In the fall of 1912, at the suggestion of President Lindsay, the Board of Trustees appointed a committee of five members to raise an endowment fund.⁴⁷

Dr. Lindsay was thinking in terms of not just five years, but of twenty-five years, planning for a sound financial policy with which to support a continuously developing educational program. Of his thoughts for the college he wrote to the alumnae in 1912:

The change I want is in degree rather than in kind; in growth rather than in a radical difference; more students we need thoroughly prepared for the full college course; a large library we want adopted to the needs of all growing departments; better apparatus for experiment and laboratory work is demanded, and when the time comes we should have a separate building for classrooms, lecture halls, and laboratories.⁴⁸

Though Dr. Lindsay did not live to see the accomplishment of all he had hoped for, certainly the college was much stronger and greater when he left it than when he came. The one who had worked most closely with him during his last eight years said truly, "He had unbounded faith in the future of the College and confidence that this community would soon respond to its needs."⁴⁹ An example of such faith and confidence, coupled with his achievements for the college, have been the legacy of Henry Drennan Lindsay to succeeding presidents.

CHATHAM COLLEGE: *The First Ninety Years*

The unexpected death of Dr. Lindsay, caused by pneumonia January 18, 1914, was a profound shock to the entire college community and to a great many people in the city at large. He was only fifty-four years old at the time, and he had plans for years to come. His devoted, long-time friend, Dr. William L. McEwan, told something of what Dr. Lindsay had meant to the college at the funeral services held in the Third Presbyterian Church. In part he said:

In 1906 he accepted the presidency of the Pennsylvania College for Women. Its affairs had just passed through a financial crisis. By the creditable generosity of some of the citizens of Pittsburgh the College was rescued from its low estate of debt and poverty, but it needed to be lifted up in the eyes of this community. . . . There were those who were surprised that Dr. Lindsay would leave the pastorate to undertake this work. . . . But he saw a vision of what the College might be. . . . He was practical, adaptable, and steadily successful. He overcame difficulties, he secured money, he solved problems, he received and held the confidence of the strong men and women of this community. . . . I think there can be no doubt that the largest constructive work of his useful life was done in the College. Some of us were rejoicing in it and waiting in hope. He was cut off in the midst of his years. His sun went down at noon.⁵⁰

A memorial service was held in the college chapel, February 10 at which representatives of the trustees, alumnae, faculty, and students spoke brief words of appreciation of their late president. On behalf of the faculty, Miss Brownson said, "We were his helpers in a great task, upon the success of which his heart was set; and we met him in a daily, hourly fellowship such as could be enjoyed by no other persons outside his own family circle. Therefore we are bowed today in sorrow too deep to find adequate expression in words. We loved him, and we have lost our friend." Janet L. Brownlee, president of student government, speaking for the students said, "We shall miss Dr. Lindsay daily—in the chapel, in the classroom, and in all the school life. We shall miss him whose joy always increased our joy. But because of the inspiration of his joyous and efficient life we shall take courage for the remainder of this difficult year, and strive to do our best for the college he loved so well."⁵¹

At this time of bereavement the college was most fortunate in having so competent a person as Miss Coolidge to carry on. Very promptly the trustees elected her acting president until the vacancy could be filled. When she accepted the position, she made it plain she did not wish to assume financial responsibility. That feature of the work was taken over by officers of the board.⁵²

Miss Coolidge had student affairs well in hand under able officers, and Miss Ely relieved her of much of the routine work in the dean's

A New Lease on Life

office. Miss Stuart, who in the three years she had been secretary to the president had learned the operations of that office, gave valuable assistance. Miss Coolidge dealt with the various problems arising in the college like the veteran she was. It was quite characteristic of her to give credit for success to others—to Dr. Lindsay and to faculty and students, as was their due, but everyone knew it was her own good judgment and wisdom and understanding that brought all together like a well functioning organism. After one semester as acting president she reported to the alumnae as follows:

In January came our hard experience. I am glad to report that the faculty and student body met it with a loyalty which was one of the finest tributes which could have been paid to Dr. Lindsay. . . . In times of crisis there is nothing that helps so much as to do one's duty. . . . It is impossible for me to speak of the loss which has come to our College, but the College itself stands, I feel, for a larger growth. "God calls His workers, but carries on His work. . . ." The work which has been done so effectively for the past eight years cannot fail to bring its results, and I cannot say too much of the College spirit which is back of the hope and the promise which lies before us.⁵³

The trustees in December, 1914, after receiving Miss Coolidge's report of the state of the college, extended to her and to Miss Stuart a vote of appreciation for helpful service since the death of Dr. Lindsay.⁵⁴

As Miss Coolidge gladly turned over to the new president, John Carey Acheson, the office she had held temporarily, she could look back upon a record of remarkable developments. The "new lease on life" had enabled the college to go forward at a rapid pace. The enrollment had increased from the twenty-eight students of the year 1905-06 to one hundred fifty-two in 1914-15. During the same years there was a corresponding increase in the faculty, a steady advancement in the educational program, the beginning of responsible student government, and altogether a healthy community life on the campus. Miss Coolidge knew, as did also the trustees, that the weak point in the life of the college was its financial basis, which remained an unsolved problem.



CHAPTER NINE

"Victory through Conflict"

1915-22

The years of the First World War and immediately following were a time of extraordinary activity on the campus. The academic program, so well planned in the preceding period, continued to function altogether creditably, and at the same time the college community was able to bear its full share of civilian responsibilities. But business matters too long neglected, combined with the exigencies of a war economy, made the way uneasy for one entering upon the presidency of the college in 1915.

Administrative Changes

The trustees' next choice for the presidency was Dr. John Carey Acheson, who for twelve years had been president of Caldwell College, later known as Kentucky College for Women. Dr. Acheson was born in Fairfield, Iowa, and educated at Center College in Kentucky, where he received the A.B. and A.M. degrees. The Central University of Kentucky had conferred the LL. D. degree upon him in 1913 in recognition of his services in the field of education. On his father's side he belonged to the well known Acheson family of southwestern Pennsylvania. He was a nephew of Judge A. W. Acheson of Washington, Pennsylvania and of Judge M. W. Acheson of Pittsburgh, father of Mrs. Spencer, trustee of the college. He was also cousin of the Reverend Marcus A. Brownson of Philadelphia and of Mary W. Brownson of the college faculty. His mother was the former Jennie Carey with whom Miss Pelletreau had taught at the young ladies seminary in Fairfield, Iowa. Dr. Acheson's life interests were in educational, religious, and civic activities. An active worker in the YMCA since early youth, he had risen to high places of responsibility in the association, serving for seven years as chairman of the Kentucky State Committee of the YMCA and for three years as vice-president of the International convention of the YMCA of North America.¹

CHATHAM COLLEGE: *The First Ninety Years*

Dr. and Mrs. Acheson took up residence in the president's house during the Christmas recess of 1914, and upon the opening of the college in January Dr. Acheson entered upon his new duties. Delighted with the cordiality with which he and Mrs. Acheson were received, Dr. Acheson declared, "The Southland from which we came and which we have loved so dearly has no advantage over Pittsburgh in the matter of hospitality."²

The formal inauguration of the new president took place the afternoon of May 14, 1915, in the college chapel. More than fifty visiting college and university presidents, deans, and professors took part in the academic procession with which the ceremonies opened. In his inaugural address, Dr. Acheson defined "The Mission of the Modern College," as the attempt "to give intellectual culture spiritual power."³ Dr. Mary Breed, an alumna of the college and dean of Margaret Morrison Carnegie College in Pittsburgh, reminded Dr. Acheson that he inherited "a glorious tradition, a glorious opportunity," and admonished the alumnae "to encourage progress and commend improvements, instead of trying to keep the college just what it was when we were undergraduates."⁴ Inaugural events were brought to a magnificent close the following day by the presentation of the May Day pageant, entitled *Paskkennodan*, an Indian name meaning "the city of smoke vapor, or the city of mist."

The pageant, written and produced by Miss Kerst and Miss Abbott, symbolized in music, poetry, dance, and color the growth of Pittsburgh. Part One represented the natural aspects of the city—the hills and the rivers, the fog and the mists. Part Two represented both the industrial life, typified by coal and steel, and the picturesque river trade. Part Three was devoted to the cultural life,—education and the arts. Part Four represented the sun shining through the mist, its rays casting a rainbow above Pittsburgh—prophetic of a glorious future.⁵

The Pittsburgh papers were unanimous in their praise. According to the *Gazette Times*, "The five thousand people who yesterday witnessed the May Day Pageant . . . are this morning probably willing to testify it was the most beautiful, the most elaborate, the most poetic production of the kind ever given here."⁶ The Board of Trustees expressed "high appreciation of Miss Vanda E. Kerst's originality of conception, artistic skill, and executive ability."⁷ The beautiful "Bow of Promise" with which the pageant closed had accented the dominant mood arising from the two days of inaugural festivities, a general feeling of great expectancy for the college and for Pittsburgh.

In the summer of 1915 thoughts of many were carried back to the early days of the college by the report of Miss Pelletreau's death in

"Victory through Conflict"

August at the home of her niece, Mrs. John B. Clark (Mary Mathews, '86) in Brooklyn, N. Y. After the opening of the college in the fall, a memorial service for Miss Pelletreau was held in the chapel. Mr. McClintock, who was made trustee the year after Miss Pelletreau came was at the service to tell of her queenly bearing and her "heroic devotion to the cause of woman's education." Mrs. John Pardee (Westanna McCay, '79), a graduate of the first year Miss Pelletreau was acting president, speaking of that year, said, "It was the day of small things, and everything was at the lowest ebb—little money, few students, and a very small Senior Class—only three. It was a time of self-denial for all; but the spirit of determination to succeed in establishing the college under all difficulties, to be brave, cheerful, and ambitious, was so thoroughly exemplified by Miss Pelletreau that it was in the atmosphere, and everyone who came in contact with her imbibed it."⁸ In days of prosperity and promise it was well to remember something of the sacrifice and spirit of those who had preserved the college for a better day.

In the spring of 1916 Miss Mary Helen Marks, a graduate of Smith, was brought to the college as field secretary, an office Dr. Acheson added to his organization. Miss Marks came to the campus with a respect for its traditions, for her mother, the former Sara Fredericks, had been one of the "young ladies" of Miss Pelletreau's era and had named her daughter "Helen" in honor of her esteemed president. Her father, Samuel Ferree Marks, was a Presbyterian minister of Tidioute, Pennsylvania. Miss Marks came also with a love for the Bible and a love for good music, with a genuine interest in people as persons, and with a sense of the dignity of the work she was to do. In 1919 she was made registrar, an office in which she worked closely with both faculty and students, and so gained valuable experience for the office of dean in which she later made her great contribution to the college.

Early in 1917 Miss Coolidge sent a letter of resignation to the Board of Trustees. Whether dean or acting president, throughout her busy years at the college she had found time to serve the community of Pittsburgh at large. Besides her work in establishing the College Club, she gave valuable assistance also in the founding of the Pittsburgh Collegiate Vocational Bureau. Always a believer in liberal education for women, she believed also that women had work to do. In the fall of 1911 she spoke in chapel on the "New Vocations of College Women" calling attention to sixty-nine lines of work other than teaching and medicine and the more usual women's vocations.⁹ For several years she had worked with women of the College Club in investigating the needs of the Pittsburgh area for trained women workers. She had been in touch with the college women forming

CHATHAM COLLEGE: *The First Ninety Years*

the Women's Educational and Industrial Union in Boston in 1910 and the New York Inter-Collegiate Bureau of Occupations in 1911.¹⁰ In July of 1915 the Pittsburgh Collegiate Vocational Bureau was opened, embodying "the double ideal of supplying the trained woman with opportunity and the untrained woman with guidance—where employers may find woman workers with special training; where a clearing house of information is established as well as a research department to investigate new avenues of activity and opportunity for young women."¹¹ In March of 1917 Miss Coolidge represented the Pittsburgh bureau at the first conference of the Central Committee of the various vocational bureaus in the country. Of this conference she wrote, "I felt proud to have Pittsburgh a charter member of the national committee. The consensus . . . of the Central Committee was that the Vocational Bureaus can best serve their country in this crisis by keeping very strictly to their own lines of work, namely, to furnish trained women for positions which may be vacated by men called to the colors." And, recalling the text of Dr. Lindsay's inaugural address, she added, "Perhaps we have come to the kingdom for such a time as this."¹²

Miss Coolidge's resignation had been prompted by the desire for free time to attend to personal and family business affairs. In her letter resigning from her position as dean of the college she stated, "In leaving the work I love and would gladly continue, I wish to express my faith in the future of the college and my lasting interest in its welfare."¹³ Her resignation was accepted by the trustees with deep regret. She had been a power in the city and an influence beyond measure among all of the college community. The students especially regretted her going. Now alumnae, they still love to recall her talks at vespers and chapel, her lectures, her classes, and, most of all, the daily contacts with her, a woman so gracious, so great, so understanding that for many she had become their ideal.

For her contribution in the field of women's education, Washington and Jefferson College in 1916 conferred upon her the honorary degree of Master of Arts, and Pennsylvania College for Women in 1917 conferred upon her the honorary degree of Doctor of Letters. Both honors she accepted with pleasure and gratitude, and "for the sake of the college."

Miss Coolidge was succeeded in the dean's office by Miss Florence Kellogg Root, a former member of the faculty in the department of Latin and Greek. She had left the college after three years to accept a teaching position at Smith and just previous to her return had been studying toward a doctor's degree at Columbia University. Since much of Dr. Acheson's time was occupied with business matters which took him off the campus,

"Victory through Conflict"

Miss Root's duties were especially heavy. In the years that followed college affairs were well administered by the teamwork of President Acheson, Dean Root, Miss Brownlee as assistant dean, Miss Marks as registrar, and Miss Stuart as secretary of the college.

"The Substance of Things Hoped For"

Members of the executive and finance committees of the Board of Trustees, realizing that they could not continue indefinitely to meet annual deficits as emergencies, hoped to establish a substantial financial basis to support the educational program. They were seeking a definite line of action when late in May of 1915 they asked Dr. Acheson to submit to the board a tentative plan for the future.

What Dr. Acheson presented was a sweeping plan to enlarge the college. He proposed the acquisition of a more extensive site, the establishment of adequate endowment for both scholarships and general operations, and the erection of more modern buildings, requiring altogether one million dollars. He suggested that the Board of Trustees, alumnae, women's clubs and civic groups of the city be organized in support of a great non-sectarian enterprise to maintain a cultural women's college in Pittsburgh, that an expert be employed to manage a financial campaign, and that the actual launching of the campaign begin after one half the desired amount was pledged in solvent subscriptions.¹⁴ A special committee on development and enlargement was appointed to consider the plan.

The first proposal, that of acquiring more land, proved to be the stumbling block to further advancement of the plan. For though Dr. Acheson reported verbally to the board in the following March that the special committee was agreed that the Murray Hill grounds were not large enough for the proposed plan, there was at that time little if any enthusiasm for relocating the college.

Meanwhile, life on the campus continued as usual. In the spring of 1916, the tercentenary of Shakespeare's death, a Shakespeare Festival was presented in the amphitheatre as the May Day pageant. Arranged and directed by Miss Kerst, it was more elaborate in staging and even more colorful than *Paskkennodan*. The performance featured the games and the dances of the Elizabethan age and displayed the costumes of the time. In particular, it included the presentation of *A Midsummer Night's Dream* before Queen Elizabeth and her Court. Thousands of visitors witnessed the brilliant, joyous spectacle. On all sides they were heard praising the excellence of the production and expressing delight in the natural beauty of the grounds.

CHATHAM COLLEGE: *The First Ninety Years*

All the while Dr. Acheson's heart was in the furtherance of his plan. He was unable to envision a great college of the future on Murray Hill. In his letter to the alumnae, written a year after he had first outlined the plan, he went into more specific detail, calling for, "a site of no less than fifty acres, . . . a group of modern fire-proof buildings including recitation halls, science and fine arts buildings, gymnasium, and dormitories to provide for one thousand students, . . . and an endowment sufficiently large to take care of the yearly deficit."¹⁵ Dr. Acheson had unbounded faith that people of means would rise to the needs of the college, as he saw them.

The property most considered as suitable for relocating the college was that known as the Ross Farms near Aspinwall, four hundred and thirty-six acres of rolling hills and woodland. By 1917 Mrs. Spencer favored Dr. Acheson's plan. As president of the Alumnae Association, she made a vigorous appeal for support inviting the alumnae to see in imagination a modern college on another "but equally beautiful hilltop" with "two thousand students thronging her doors." However, it was not a favorable time to undertake a financial campaign. In April of that year the country had entered the First World War, and the economy of the land was geared to the war needs.

Even before the United States entered the war, members of the college community were concerned about it. The newly-formed Student Government Board called a mass meeting for February 12, 1915, at which a resolution was adopted in opposition to "militarism in general and increased armaments in particular." A few days later they joined the students of the University of Pittsburgh and Carnegie Institute of Technology in an inter-collegiate mass meeting, at which Dr. Acheson gave the opening address and the same resolution was adopted.¹⁶ That spring Jane Addams was in the city, the guest of Margaret Morrison Carnegie College. Many of the faculty and students of PCW went to hear her lecture on "Changing Ideas of Peace" in Carnegie Music Hall. There was a definite effort on the campus to abide by President Wilson's appeal "to be impartial in thought and deed." At the same time there was much sympathy for and a strong impulse to send help to the "brave Belgians" and the "suffering Serbians."

As soon as the United States was drawn into the war, the students established a "home front" on the campus. They learned to "Hooverize" and to cooperate with the housekeeper in taking the place of maids, in order to send food and money overseas.¹⁷ In October of 1917 the Pennsylvania College for Women Auxiliary of the American Red Cross was set up. One hundred and fifty-three members were enrolled, each having

"Victory through Conflict"

signed to work a certain number of hours each week. Besides knitting and preparing surgical dressings, the Red Cross workers through their organization sent books to camp libraries and Christmas packages to soldiers and sailors. Faculty and students contributed one hundred per cent to the fund-raising campaigns of the Red Cross, War Friendship, and United War Work and gave liberally to drives for YMCA war work, Armenian Relief, Serbian Relief, and French Children Relief, their contributions totalling \$7,566. They subscribed to the second, third, and fourth Liberty Loans a total of \$54,300.¹⁸ Again it was demonstrated that generous giving was a campus tradition.

In February of 1918 Dr. Acheson became a member of a YMCA commission, headed by Ralph Harbison, to inspect the association's work in France. They traveled some five or six thousand miles from port cities to the most advanced front-line trenches, wherever American troops were stationed.¹⁹ The men left February 12, 1918, and Dr. Acheson was back in time to attend the May meeting of the Board of Trustees.

Though Dr. Acheson found that faculty and students had conducted their activities very satisfactorily during his absence, he faced a number of serious problems. The deficit of the year was estimated at twenty-five thousand dollars. Faculty salaries had not been advanced in proportion to the rise in the cost of living, and several members were resigning. And, of course, as long as the war continued he could hope for no headway in his program for development and enlargement of the college.

The yearly deficit was expected to continue until an adequate endowment could be established. The trustees therefore resorted to a means Dr. Lindsay had used, that of obtaining guarantors of the deficit. They authorized Dr. Acheson to solicit subscriptions to guarantee a twenty-five thousand deficit for each of the years 1917-18, 1918-19, and 1919-20.²⁰

The problem of faculty salaries, though acute, was easier to solve than that of the deficit. Dr. Acheson reported to the trustees his difficulty in securing competent teachers at the salaries the college had been paying and explained that if new teachers were brought in at advanced salaries there would be discontent among members of the faculty who had served for a number of years without adequate increases. The board immediately increased faculty salaries from one to three hundred dollars.²¹

After the signing of the Armistice Dr. Acheson made a direct and reasoned appeal to the board to proceed along the lines of his program. He wrote, "To defer an active and aggressive campaign to this end would in my judgment be fatal." He also reported that the Ross Farms property was for sale and urged the trustees to obtain an option on it and, pending the duration of the option, canvass for funds with which to purchase it.

CHATHAM COLLEGE: *The First Ninety Years*

On the last day of the following March the trustees approved a resolution presented by Mrs. Spencer, that "the Board records its judgment that the present site is insufficient, and is not capable of providing room for the necessary buildings and development of the college, and hereby votes to sell the property now owned by the college and to move to a new and larger site." The board voted also to try to obtain an option on the Ross Farms property. However, the Peoples Savings and Trust Company refused to grant an option or set a definite price on the land but expressed the opinion that it could be bought for \$340,000.²²

If the plans for relocation were to be carried out, the trustees would be obliged to find the necessary money. They decided, therefore, to launch the long-anticipated financial campaign preliminary to the celebration of the fiftieth anniversary of the founding of the college. In June of 1919, the special committee on site and improvements, composed of Dr. Acheson, Dr. McEwan, Mr. Rea, and Mr. Blackburn was authorized to organize ways and means of conducting the campaign.²³

At this point it is important to note a number of changes in the membership of the Board of Trustees. Three sons of founding trustees, who had been on the board since the 1880's, were removed by death—Lawrence Dilworth in 1912, William N. Frew in 1915, and David McK. Lloyd in 1919. John B. Finley, who was elected to the board in 1904, died in 1919. Mr. McClintock, trustee since 1872 and president of the board since 1906, remained steadfast in attention to the college and enthusiastic for its advancement until the time of his death in October, 1922. William H. Rea became a member of the board in 1902 and held the office of secretary from 1904 until 1922 when he was elected treasurer. Between the lines of Mr. Rea's minutes can be read something of his generous spirit and his great care for and devotion to the college. The three women who were elected to the board between 1900 and 1902, Mrs. William S. Miller, Mrs. John I. Nevin, and Mrs. Charles H. Spencer were among the most active of the members. In 1918 four more women were added to the board: Mrs. William N. Frew, Mrs. J. H. Lockhart, Mrs. Ogden M. Edwards, Jr., and Mrs. William Watson Smith. Mrs. Frew was both the widow of William N. Frew and the daughter of George A. Berry, a founding trustee. Mrs. Lockhart was a granddaughter of Mr. Berry, and Mrs. Smith was a daughter of David Aiken. Men other than Mr. McClintock and Mr. Rea who had been on the board a number of years with the Reverend William L. McEwan, pastor of the Third Presbyterian Church, elected in 1894; the Reverend John Knox McClurkin, pastor of Shady-side United Presbyterian Church, elected in 1903; James C. Gray in 1904; Judge Jacob J. Miller in 1906; W. W. Blackburn in 1912; and

"Victory through Conflict"

John C. Acheson in 1915. In 1919 four new trustees were elected: Ralph W. Harbison, H. Hughart Laughlin, Andrew W. Mellon, and Alexander C. Robinson. Mr. Laughlin was the son of James Laughlin, Jr., a trustee, and grandson of James Laughlin, the first president of the Board of Trustees. The board of 1919-20 was deeply interested in the fiftieth anniversary of the founding of the college.

Fiftieth Anniversary

The academic year 1919-20 was proclaimed a Jubilee Year. Ever since the era of Dr. Lindsay leaders in the college community had been looking forward to the year as a proper time for a grand celebration. There was justifiable pride in the record of the college through a half century of history. Dr. Acheson, having been disappointed year after year that the times had not been ripe for entering upon his plan, seized upon the anniversary as likely to be a favorable occasion for pressing forward with the program. He wrote, "The Jubilee Year which is now opening offers an unparalleled opportunity to create a bigger and better college on the foundation which has been so well laid."²⁴ Faculty, students, alumnae, and trustees were enlisted in a maximum effort to bring the college to the attention of an ever-widening public, to emphasize its achievements and its needs in order to render an even greater service to more young women. Dr. Acheson asked for the help of all in an effort to increase the enrollment of the college and in a campaign to raise a Jubilee Fund of two million dollars. Before the close of the year he was speaking in terms of a three million dollar fund.

General arrangements for the Jubilee Year and plans for the grand celebration at the close were formulated by a faculty committee composed of Miss Kerst as chairman, Miss Brownson, Miss Stuart, with Dean Root and President Acheson ex-officio.

The Alumnae General Jubilee Committee was composed of Mary Acheson Spencer, '83, Mary Robbins Miller, '77, Harriet Duff Phillips, '03, Etta Easton Martin, '92, and Sara Carpenter, '11. Working with them were several sub-committees and also class committees. The spirit of self-sacrifice and willing cooperation with which very many of the alumnae entered into the vast undertaking was beautifully exemplified by Mrs. Richard Chislett (Mary Renshaw, '73), thought to be the very first student to enter the college, who, whether at her sewing machine making costumes or at the telephone selling tickets, made each task a work of love for her alma mater.

In the course of the Jubilee Year there were a number of promising signs. Two hundred and nine students were enrolled for the year, the larg-

CHATHAM COLLEGE: *The First Ninety Years*

est number in the history of the college. In February of 1920 the trustees voted a twenty-five per cent increase in all faculty salaries. In the fall of 1919 Dr. Acheson wrote to Miss Coolidge, then in Massachusetts, that the plans for enlargement had gone forward, though not rapidly, that, "confidentially," Mr. Mellon was interested in the entire proposal, that a direct appeal had been made to him to take over the Ross Farms for the college, and that he had agreed to join Dr. Acheson in a tour of inspection of the proposed site, for which \$400,000 was then asked. In his letter to the alumnae the president reported that the campaign for \$3,000,000 was already under way, "in the quiet solicitation of those from whom large subscriptions may be expected."²⁵ The spirit with which so many people entered into the Jubilee campaign was a supreme expression of faith, especially of Dr. Acheson's faith.

The grand Jubilee celebration was held June 6 to 10 beginning with the graduation exercises for the class of 1920. Besides the baccalaureate service and commencement program, the main events of the celebration were the pageant, *Victory Through Conflict*, presented in the amphitheatre; an historical program held in the assembly hall of the college; and an educational program of addresses on the theme, "Women in the New World," held in Soldiers and Sailors Memorial Hall in Oakland. Both the pageant and the addresses combined history with prophesy. The speakers who praised the achievements of the college during the first half century of its existence also emphasized its potential developments for the future, and references to the needs of the college were numerous. Above all, the programs were inspiring and thought-provoking.

Victory Through Conflict, given two afternoons to accommodate the thousands who wished to see it, represented "struggles of the human race to catch a vision of the Divine Plan for its effort and achievement, and, in spite of repeated failures, to carry on the work to final and entire realization."²⁶ The crises enacted ranged from the deliverance of the Israelites from Pharaoh's army at the Red Sea to the victorious end of the First World War. Many people cooperated in producing the pageant. Of the college faculty Miss Kerst and Miss Brownson designed the noble scheme and wrote the words, Mr. Wild wrote the music, and Miss Gifford developed the dances. Woodman Thompson, who was then instructor in scenic design at Carnegie Institute of Technology, made the stage settings. In addition to the students of the college and alumnae and their children, there were also one hundred soldiers from the Allegheny Vocational School, five vocal soloists from the city, the Pittsburgh Male Chorus, the Tuesday Musical Club Chorus, and J. Vick O'Brien's full orchestra participating in the production.

"Victory through Conflict"

The pageant, because of its magnitude, because of its lofty theme and its relevance to the occasion and to the times, and because of the superb artistry manifested in all aspects of the production, was an achievement altogether worthy of the college on its fiftieth anniversary. Likewise the addresses, especially those of the historical group and those of the educational group pointing to the responsibilities women must face in the "New World," were of a high order and quite appropriate to the anniversary celebration.

Fifty successive years of collegiate life was a record only a few women's colleges could claim in 1920. Dr. Acheson, after paying tribute to the trustees and administrators who had preceded him added, "We can point with pride to our alumnae as a group cultured and refined who are upholding today the best traditions of higher education for women." And he expressed his firm confidence that the college would "send forth an ever increasing number of such graduates."

Miss Coolidge had been invited to come from her home in Fitchburg, Massachusetts, to speak on the historical program. Her subject, "The Spirit of Service: An Appreciation," was a tribute to those who had taught at the college during that first half century. Through association with Miss Meloy, Miss Brownson, and Miss Brownlee and through meeting former teachers and numerous alumnae, she had acquired a second-hand acquaintance with members of the college faculty from the days of Miss Madeleine LeMoyné to those of her own deanship whom she knew at first hand, and she praised them individually and collectively for their dedicated services. Then turning from the past to the years ahead, she said:

The last fifty years have tested the real value of many traditions of woman's place and work; the next fifty will test many more. . . . We rejoice that the young womanhood of today is as worthy of the opportunities which the college women of the last fifty years have labored to win, and we who are teachers, though hardened with the sense of imperfect service, yet joy that we may have a part in the coming day through those whom we have helped to train to do what we shall never do ourselves. We bid you enter with all the vision and all the courage of youth into these testing times.²⁷

The guests brought to speak on the educational program were William Allen Neilson, president of Smith College, Lillian D. Wald, director of Henry Street Settlement in New York, and Mary Emma Woolley, president of Mount Holyoke College. President Neilson stated the conviction that women, as well as men, should be educated for politics. As essential to that education, he suggested courses in history, geography, and political theory and practice. Confident that women would prove capable in the practice of politics and the exercise of social power, he said:

CHATHAM COLLEGE: *The First Ninety Years*

To do better than men have done in the past and to help men to do better, they will, of course, have much to learn. Their tendency to speak in terms of persons rather than principles will have to be curbed, and they will have to learn a sportsmanlike respect for the rules of the game. But their natural susceptibility to the nobler appeal, their enthusiasm, and their idealism will overbalance their lack of experience, if only we take care that they are informed. And the chief agency for informing them is colleges such as this.²⁸

Lillian Wald, speaking from "a wide experience with the varied peoples who make up our America and upon whom we must rely for such standards of life and living as will enhance or depreciate the America we are facing," made a plea for "an education that penetrates into the home, that enters into the life of the people and takes account not only of the child, the adolescent, the graduate student, but also of the powerful forces which are the mainsprings of human action quite outside the field of education."²⁹

President Woolley spoke especially of the social responsibility of the college. In these times she said:

It is a new world indeed from the social point of view. Along with the suffering, the extremity to which humanity has been brought, there has developed a pleasure madness, a recklessness, extravagance, and superficiality of life almost unbelievable. Against this drift the college must take its stand. Realizing the necessary part in life which amusement plays, it must emphasize the amusement which is wholesome, discountenance cheap music, tawdry shows, the fast and the hectic, stand for the fine and refined in social life, that out from the college into the larger community its influence may spread.³⁰

Miss Woolley made it clear that the task confronting the women's colleges, in fact all colleges of the land in 1920 was a weighty one.

The devotion of faculty, alumnae, and friends manifested during the Jubilee year and the widespread interest stimulated by the celebration strengthened the position of the college in the community far more than could be measured at the time. Members of the Alumnae General Jubilee Committee probably expressed the view of the majority of their association when they pronounced the unanimous verdict that the celebration had been well worth all it had cost.³¹ In less than a year they more than made up the deficit incurred by sponsoring a benefit performance of John Drinkwater's *Abraham Lincoln* at the Nixon Theatre. The spirit of those alumnae, strengthened by their experience of working together through the Jubilee year, became one of the primary forces sustaining the college through the difficulties under which it entered upon its second half century.

"Victory through Conflict"

Another Crisis

Many people were disappointed that the anniversary celebration closed without any announcement concerning the campaign to raise three million dollars. Instead, Dr. Acheson, addressing the alumnae at their annual June meeting, referred to a proposal to unite Pennsylvania College for Women with Beaver College, a Methodist institution, and so form one women's college under evangelical Christian management. He favored the proposal and believed the scope of such a college would be "unlimited." Evidently that proposal, which indeed had been made early in the year, explains why activities to raise the Jubilee Fund had been halted.

The proposed merger had been approved by the trustees of both colleges when in April a joint committee was chosen from the members of both boards to draft a charter for a united college.³² The representatives of Beaver College favored locating the united college at Beaver, Pennsylvania, where the citizens had offered to donate two hundred acres of land for the site.³³ The trustees of PCW, on the other hand, were not willing to consider a merger if it were to mean moving to Beaver. Judge Miller pointed out, "The passing months have disclosed that not plenty of money but plenty of management and moral support would be the result of the merger, and that Pennsylvania College for Women would still have the same problems." The board then voted not to proceed with the proposal.³⁴

A few months later Dr. Acheson presented another proposal for merging the two colleges, a proposal for the establishment of a new women's college under the management of a board of from thirty-one to forty-five trustees, including three members named by each of the respective authorities of the Presbyterian, the Methodist Episcopal, the United Presbyterian, and the Episcopal churches of the community. While favoring the proposal in general, the trustees of PCW, maintaining the traditions of the college, took a stand against placing the institution under ecclesiastical control. They suggested, "in view of the broad scope and liberal terms" of their own charter, that it be adopted, with some necessary modifications, as the charter of the new college. They asked furthermore that, in case the proposal were adopted, the Methodist Episcopal Church would discontinue all efforts to build a separate Methodist College in the vicinity.³⁵ The Conference of the Methodist Episcopal Church, meeting in Pittsburgh in February, 1921, favored by a vote of two to one the proposal for merging Beaver into the proposed new college, but did not agree to refrain from establishing a separate college.³⁶ At the October conference the proposed merger was declared a dead issue.³⁷

During the long months the merger had been under consideration, all

CHATHAM COLLEGE: *The First Ninety Years*

financial plans for the future of the college had been suspended. To Dr. Acheson, who year after year was expected to approach the same people for gifts to meet annual deficits until the endowment could be procured, delay in initiating the financial campaign was discouraging. On May 1, 1922, he informed the board that the trustees of Kentucky College for Women had offered him the presidency of that college. He stated that his decision in the matter would be based solely upon where he felt he could be of the greater service in the ten or fifteen years to follow.³⁸ The members of the board were unanimous in the desire to retain Dr. Acheson. Mr. Mellon suggested that the college consider affiliation with the University of Pittsburgh,³⁹ and a committee was appointed to meet representatives of the University to consider what would be involved in such a move. Chancellor Bowman of the university offered very little encouragement. He informed Dr. Acheson that a mere affiliation with the university would carry no financial aid, and that the distance between the two schools would not make it feasible for PCW to remain on Murray Hill. According to Dr. Acheson, the move would probably have entailed selling the Murray Hill property and building a dormitory, dining hall, and chapel to house the college on the university grounds, and the college would be known as the Pennsylvania College for Women of the University of Pittsburgh. The suggestion met with almost no favor on the part of any one, and with considerable opposition on the part of alumnae.⁴⁰

Before the end of May Dr. Acheson resigned from the presidency of the college. The board strongly urged him to withdraw his resignation, pledging itself to clear up the deficit and to launch a campaign to raise at least a million dollars, to be completed within a year's time.⁴¹ It was too late. Because of commitments made to the Kentucky representatives Dr. Acheson was unable to retreat from his decision.

When knowledge of the resignation reached the public, editors of the city papers expressed regret that Dr. Acheson was to leave the community and lauded his seven years of service as an educator and "an evangel of good citizenship." In his statement to the papers Dr. Acheson expressed his personal regret in going, and added, "I consider this city one of the greatest educational fields for the training of young women in America today, and I am grateful in leaving to know that the work of this institution will be carried on to even a greater success than we have enjoyed in the past."⁴² His faith that the people of Pittsburgh would respond to the needs of the college was unshaken. He believed the college was to make notable progress. It was a goal toward which he had aimed and striven unceasingly.

The report that Dr. Acheson had resigned was not altogether unex-

"Victory through Conflict"

pected on the campus. It had been known for some time that he was tired of "passing the hat."⁴³ Nevertheless the news was disturbing, and there was genuine regret felt among faculty and students and real concern as to who would be the next president.

Mrs. Spencer, recognizing that a crisis had arisen, led a movement to bring back Miss Coolidge as president. She sent for her by telegram to come to Pittsburgh immediately as her guest, to confer with a committee consisting of Dr. Acheson, President Robinson of the trustees, and herself "concerning a matter of great importance." Arriving in Pittsburgh very promptly, Miss Coolidge was soon apprised of the state of college affairs. She was frank in saying that if the board meant business she would consider the offer of the presidency, but that she had no interest in coming back to bury the college.⁴⁴ At the regular meeting of the board, when the trustees told her officially that they wished her to be acting-president of the college, they pledged themselves to take "the all important step forward." She made it plain that her decision would rest upon that promise. Before accepting the offer, she stated definitely that she would consider the position for one year only and with the understanding that she would have no financial responsibility.⁴⁵ The board agreed to her terms. Her presence at the annual meeting of the Alumnae Association the following day and Mrs. Spencer's assurance that Miss Coolidge would accept the presidency converted the atmosphere of the meeting from that of gloom to joy.

Undoubtedly the endeavor to move the college from Murray Hill, a point Dr. Acheson had placed first in his plan, and the long, drawn-out negotiations for joining with Beaver, and later with the University of Pittsburgh, no one of which proved to be popular with either the trustees or friends of the college, had deterred plans to raise funds for an adequate endowment. The resignation of Dr. Acheson forced the trustees to face their major economic problem. Miss Coolidge's acceptance of the presidency was conditioned upon a definite commitment on the part of the board to inaugurate a financial campaign. And so, though Dr. Acheson was sacrificed, the college weathered the crisis of 1922. It was to maintain its identity as an independent women's college of liberal arts and sciences and to retain its greatly cherished site on Murray Hill.

"Victory Through Conflict"

The remarkable fact is that the college, in some respects, was actually progressing during these years of financial embarrassment. After having abandoned all efforts to merge with Beaver College, the Board of Trustees, referring to "the present progressive scholastic policy introduced

CHATHAM COLLEGE: *The First Ninety Years*

through the collaborative efforts of President John C. Acheson and Dr. George Lawson" and "the many physical improvements in the buildings and equipment of the college . . . accomplished through the progressive initiative, efficient executive [ability], and economical expenditure of money by President Acheson," expressed appreciation of the success with which the college administration had been conducted, and their "resultant encouragement and confirmed faith in the bright future of the Pennsylvania College for Women."⁴⁶

Those were not vain words. Within the college the work of educating young women continued year after year with no weakening in either purpose or achievement. The faculty was kept strong, and enrollments were increasing. Special attention was given to curricular planning, and students were gaining competence in the exercise of their newly-acquired responsibilities. The college's true victory during this period of conflict was in having provided a sound, liberal education of high quality for seven more classes of students.

A number of fine instructors were added to the faculty during the presidency of Dr. Acheson. In the fall of 1916 Dr. George B. Lawson was elected to take charge of classes in education and psychology formerly taught by Miss Coolidge, who at that time had been granted a semester's leave of absence. Dr. Lawson had received the A.B., A.M., and D.D. degrees from Colgate University. He had studied also at Union Theological Seminary and at the University of Bonn, Germany, and was an ordained clergyman of the Baptist church. After a year's absence in 1918-19 while serving as chaplain in the Army, he returned to the college as head of the department of philosophy and Biblical literature. Dr. Lawson, who was a competent and popular teacher, was also a valuable assistant to Dr. Acheson, especially in formulating educational policies.

Carl Whitmer, who resigned his position as director of music and instructor in piano, organ, and theory in 1916, was succeeded by Gabriel L. Hines. Mr. Hines was succeeded by Walter Wild, a Fellow of the Royal Academy of Organists, who wrote much of the music for the pageant *Victory Through Conflict*. In 1920 Mae B. MacKenzie, who had come to the college in 1914 as instructor in piano, was made head of the department of music. Having studied at the Cosmopolitan College of Music at Chicago and abroad, she had been a pupil of Victor Heinze of Chicago and Berlin and of Josef Lhevinne of Berlin. She had also studied in London with Tobias Matthay and Myra Hess. In the fifteen years she was at the college, Miss MacKenzie and her associates provided an excellent program of study in music and in recitals and concerts contributed greatly to the enrichment of life on the campus.



ABOVE RIGHT: *Janet Lowrie Brownlee, principal of the preparatory school and later assistant to the dean*

ABOVE LEFT: *Henry D. Lindsay, president 1906-14*

BELOW: *Cora Helen Coolidge, acting president 1914-15, president 1922-33*





LEFT: *Mrs. Charles H. Spencer (Mary Acheson, '83), graduate and trustee*

BELOW: *John Carey Acheson, president 1915-22*



"Victory through Conflict"

After having been head of the department of English for twelve years, Mr. Putnam resigned in 1918 to enter the business world. He was followed for two years by Elmer J. Bailey, who had been associate professor of English at Cornell. In 1920 Carl W. Doxsee came to the college as head of the English department. He had received the A.B. degree with a major in Greek and Latin and the A.M. degree with a major in English literature from Wesleyan University, and the Ph.D. degree with a major in the history of philosophy from Princeton. Before coming to the college, he had taught at the University of Kansas and at Grove City College. Dr. Doxsee was a philosopher-scholar whom students of the early years described as "quiet, knowing, and brilliant"⁴⁷ and "a constant challenge."⁴⁸ They spoke of the inspiration received from his reading of poetry in their classes, at chapel, and before informal groups, and his reading of the Scripture in the Christmas pageants. One wrote, "He read in a deep voice that seldom rose or fell, but which brought out all the beauty of the words,"⁴⁹ and another, "I shall never forget his calm, beautiful voice as he read passages of Keats and Shelley's poems to a spellbound class."⁵⁰ Throughout the thirty-three years he was a member of the faculty, his colleagues revered him for his broad learning and great humility.

Miss Butterfield and Miss Holcomb resigned in 1918 and 1919 respectively. During her last year at the college Miss Butterfield was assisted by one of her former students, Marguerite McBurney, '14, who since her graduation had been assisting in the chemistry department of Wilson College. Miss McBurney was instructor of chemistry and biology at the college for five years. Miss Holcomb was followed by one of her former students, Jane Errett, '17, who remained two years as instructor in physics. In 1918 James B. Garner, a fellow at the Mellon Institute of Industrial Research in Pittsburgh, was brought to the college as head of the science department and remained until 1925. Dr. Garner held the A.B. degree from Wabash College and the Ph.D. degree from the University of Chicago.

Mme de la Neuville, who was added to the faculty in modern languages in 1918, transported a bit of Europe to the campus life of this period. As one of her former students said, "Perhaps today she would be considered a security risk,"⁵¹ but in the decade of the twenties, picturesque and mysterious, gay and brilliant, she was a delightful personality who gave sound instruction in the languages. Her slight figure wrapped in a long, flaring purple cape, resembled a windswept sail off a Breton beach as she moved across the campus. Whether teaching French, Spanish, or Italian, "Madame" created in each class an atmosphere of the life of the people whose languages and literature the students were studying.

CHATHAM COLLEGE: *The First Ninety Years*

These several new members, together with a larger number who had continued on the faculty since earlier years, formed an able corps of instructors. While acting president, Miss Coolidge had initiated a movement to organize the faculty for more effective cooperation in determining policies and procedures. A plan of organization was evolved and tried on a temporary basis, and when Dr. Acheson took office as president it was adopted. The plan provided for eight standing committees to each of which specific duties were assigned. The committees were concerned with the following functions: cabinet or advisory, curriculum, classification, scholarship, documents, library, public occasions, and dormitory.⁵² In the beginning the members of the various committees were appointed by the cabinet which was composed of the president, the dean, the secretary, two members elected by the faculty and two appointed by the president.

In the year 1917-18 the class schedule was arranged on a six-day basis, providing for the meeting of three-hour classes on the mornings of Tuesday, Thursday, and Saturday as well as on Monday, Wednesday, and Friday, thus making possible an increase in the number of course offerings. Wednesday afternoons were left free for the scheduling of field trips, club meetings, sports events, and committee work. Monday, Tuesday, Thursday, and Friday afternoons were utilized for laboratories, classes in physical education, and other two-hour classes. The new arrangement was favored by the faculty and approved by the Board of Trustees. Dr. Acheson believed it would be "most pleasing to the students"⁵³ too. However, after it had been in operation for a year, some dissatisfaction was registered by the students. Dr. Acheson received a petition, to which one hundred and ten signatures (the names of approximately two-thirds of the student body) were affixed, asking for a return to the five-day schedule for the ensuing year.⁵⁴ The petition was given thorough consideration by the faculty, and a special assembly of students and faculty was called to afford ample opportunity for discussion. The students were then asked to register by secret ballot their choice between the six-day and five-day schedule. A count of the ballots revealed a two-to-one choice in favor of the six-day schedule.⁵⁵ From time to time in the years following there were recurring complaints of Saturday classes from students or faculty or both, but not until 1953 was a five-day schedule adopted again.

The Curriculum Committee, after considering educational purposes and problems over a number of years, brought forth a recommendation for a complete reconstruction of the educational program which was adopted by the faculty and put into operation in the fall of 1921. The new program, designed to meet "the demands of a new age," stated a three-

"Victory through Conflict"

fold aim: (1) to enlarge the opportunities for self-knowledge and increased personal power, (2) to produce a more thorough understanding of world conditions and problems of this new age, and (3) to equip for service in a thoroughly effective manner. Subjects required of all students were English composition, science, and contemporary history in the freshman year; sociology in the sophomore year; political science or economics in the junior year; and Biblical literature to be taken anytime after the freshman year. The course offerings were arranged in ten groups: classical languages; modern languages; education and psychology; English, including literature, composition, and oral English; history and political science; mathematics; music; philosophy; science; and social science. In each group there were specific requirements in the predominant subject or subjects and requirements in certain correlated fields. Provision was made for electives after the freshman year. Dr. Lawson reported to the alumnae that, "Leaders in the educational field are endorsing the plan as in fine harmony with the best thought and procedure of this new age."⁵⁶ It was the inauguration of the group system which had prompted the Board of Trustees to express their appreciation of "the present progressive scholastic policy."

The educational purposes of the college were clearly stated in the catalogue, and efforts were made to impress upon the students the privileges and responsibilities facing them. The first chapel program of the year 1916-17 was a service of matriculation at which new students were welcomed to the college community. The next year the faculty voted to make the matriculation service a regular event at the beginning of each college year. In the matriculation day address of 1920, Dr. Acheson spoke on "What the Student Should Expect of the College and What the College Should Expect of the Student." The editor of *Sorosis* pronounced it "excellent and inspiring," and "worthy to be meditated upon by every red blooded college girl, old as well as new." It is important to remember that though Dr. Acheson was burdened with a multiplicity of problems, he did not fail to give proper emphasis to the academic life of the college.

During the war years the students assumed greater responsibility than ever before in all aspects of campus affairs. In 1916 the Executive Committee of S.G.A. met with members of the faculty to talk over both student affairs and the general welfare of the college. So successful was the meeting that it was recommended to hold four such meetings each year—and so was started the Faculty-Student Council. In the spring of 1917 an honor system was proposed by the S.G.A. Board. It involved the signing of a pledge by each student, a pledge pertaining to attendance and punctuality at classes, lectures, and chapel, and quiet in the library and halls.

CHATHAM COLLEGE: *The First Ninety Years*

Proctors and reports were to be eliminated. The S.G.A. Board explained it would be a more nearly ideal way of carrying out existing rules. But some of the students were dubious concerning some of the details, not about the general principle, and insisted upon clarification of the proposal.⁵⁷ As a result of their doubts, only a modified honor system was adopted. At the end of the next year Dean Root reported that throughout the year the honor system had been applied to chapel and lecture attendance and conduct in the library, and that various "checks" on the system had shown encouraging results. In 1919 the students requested permission of the administration and faculty for the adoption of a "complete honor system" applying to the social life of the college and academic work as well as to house government and class and lecture attendance. The request was granted and the system put into practice during the year 1919-20. In 1922 an Honor Council was formed to deal with questions of honor.⁵⁸

Thus, from rudimentary beginnings of self-government and student honor made by the residents of Woodland Hall at the time of its opening in the fall of 1909, student government and the honor system were evolved and extended in both principle and practice until the Student Government Association, including the entire student body, was organized in the spring of 1913 and a complete honor system adopted in 1920. Imperfect though they have been, they have helped to establish a miniature democracy in action on the campus. In subsequent years the organizations have been altered in details, constitutions have been amended and rewritten, but at no time has there been a serious suggestion from any quarter that either be abandoned. They are the most highly prized of the college traditions.

A few days after Dr. Acheson resigned to accept the presidency of Kentucky College for Women, Dean Root resigned to become dean of women of Wooster College. Almost immediately Miss Marks, the choice of both Dr. Acheson and Miss Coolidge and a great favorite of the students, was elected dean of the college.

The period of 1915 to 1922 forms an important link in the chain of college events. The great pageants of 1915, 1916, and 1920 are remembered above all else by many people from far and near. Plans for the college of the future, though not realized in his time, left the deepest impression upon the heart of Dr. Acheson. Perhaps the financial problems weighed most heavily upon the minds of the trustees. When a full account of the period is taken, what matters most is what took place in the lives of those persons who constituted the college community. It was in providing the means for a thoroughly good liberal education and the environment for a good way of life for those who came to learn and those who helped them on their way that Chatham had its victory.

CHAPTER TEN

A Forward Movement

1922-35

Miss Coolidge and Miss Marks entered upon their responsibilities with the support of an enthusiastic student body and a loyal faculty. A student reporter wrote: "We realize that we are welcoming two familiar faces—President Cora Helen Coolidge, who was our beloved leader for many years, and our own Miss Marks, who is only changing her title, not her place in our hearts."¹ At the center of the college community the president and the dean furnished the kind of leadership that inspired confidence.

Concerted Effort

Once more the college was facing a crucial problem. Either it had to acquire the financial support necessary to enable it to move forward in the educational world or else it would lose many advantages gained in the past. The fact that the college did not have the recognition accorded a few other women's colleges was the cause of chagrin to many. It was well known that the lack of endowment was the chief reason for this. President Coolidge was determined that the fault should be corrected. She very soon won all groups of the college community to her purpose for immediate action. The president of the Alumnae Association said, "No other person, we believe, could have come at this critical time and so united trustees, faculty, alumnae, and students."²

During the first few years of this period significant changes occurred in the membership of the Board of Trustees. In 1922 Frederick B. Shipp was elected to the board. At the time he was a director and treasurer of the Pittsburgh YMCA, a member of the National Council of the Presbyterian Church, and had been national director of the very successful China Famine Fund Campaign of 1921. In 1923 Arthur E. Braun, president of the Farmers Deposit National Bank of Pittsburgh, was elected trustee. Mr. Braun was a member of the governing boards of a number of philanthropic organizations in the city. He was the brother of an alumna of

CHATHAM COLLEGE: *The First Ninety Years*

the college, Mrs. Charles A. Searing (Elsa Braun, '02). In 1924 he was elected president of the Board of Trustees. Serving in the office longer than any of his predecessors, Mr. Braun, a wise executive and devoted guardian, was to be a continuing power for the advancement of the college. Miss Coolidge, whose status the board changed from that of acting president to president of the college in the fall of 1922, was elected trustee in June of 1924 to fill the vacancy caused by the resignation of Dr. Acheson. At the same time two alumnae, Mrs. George Wilmer Martin (Etta Easton, '92) and Mrs. Alexander Murdoch (Aimee Beringer, '98), were elected to fill vacancies caused by the resignation of Mrs. Edwards and Mrs. Nevin, and William P. Barker was elected to fill the unexpired term of the Reverend John K. McClurkin, deceased. Mr. Barker was connected with the Union National Bank of Pittsburgh and also was active on the boards of various philanthropic organizations. His wife, Eliza Bryant Barker, '92, and daughter, Harriet Barker, '23, were alumnae of the college.

The Board of Trustees, the Alumnae Association, and the college community suffered a great loss in the death, on November 20, 1924, of Mrs. William S. Miller, the first woman to become a trustee. Referring to Mrs. Miller, the board recorded: "She had served the college with a zeal that was not formal nor official, but that was the unrestrained expression of a general personal interest and affection."⁴ The Alumnae Association was asked to nominate Mrs. Miller's successor, whom the trustees agreed to elect. Mrs. John R. McCune (Janet Lockhart, '87) was the unanimous choice of the association.⁵ Both Mrs. McCune and her sister, Mrs. H. Lee Mason (Martha Lockhart, '88), had responded to the needs of the college time and again with both substantial financial assistance and personal sacrifice and devotion.

Following President Coolidge's lead, the trustees promptly expressed the intention of building up an endowment fund. They retained the original property on Murray Hill and boasted of the superior site. They pointed with pride to the record of fifty classes graduated, twenty per cent of whose members had taken advanced work in graduate schools. They went before the people of Pittsburgh with confidence, claiming for the college the right to their aid, in order to give continued and greater service to the community.

Entering upon a campaign to raise one million dollars for endowment and an additional five hundred thousand dollars for equipment and buildings, the trustees contracted with Tamblin and Brown, a New York firm, to manage the campaign. They appointed, to work directly with Tamblin and Brown, a National Executive Committee composed of trustees and

A Forward Movement

alumnae, having Andrew W. Mellon as honorary chairman and Mrs. Charles H. Spencer, '83, as chairman.

On the campus throughout the year 1923-24 the campaign took precedence over all other activities except the academic. In advance of the intensive drive campus groups announced their pledges. The administrative staff and faculty pledged a subscription of ten thousand dollars.

An exhaustive search to locate former students had revealed five hundred alumnae and more than twelve hundred former students who had not graduated, living in thirty-six states and six foreign countries. For purposes of conducting the campaign the country was divided into seven sections from New England to California, and each section was subdivided into districts, to which special workers were assigned. Each former student received a letter explaining the purpose and the plans of the campaign and requesting that she "give or get" \$305 for the Endowment and Building Fund.

The prompt responses exceeded all expectations. Most moving was that of Kamala Cornelius, '18, a young woman of India, who had spent four years at the college and at the time of the campaign was teaching in the Northwick Mission School in Madras, South India. Unable to send a money gift, since her salary was barely enough to provide daily needs, she was nevertheless determined to help. She wrote to Miss Coolidge, "I am wearing a pair of gold bracelets which are made of pure sovereign gold. I bought the sovereigns, and a goldsmith—a Hindu—made them. The handwork is good. It may be bought, ever for a curiosity by Americans, for a high price. So I am going to deprive me of those bracelets. . . . P.C.W. gave me a fine education, so I am willing to part with my gold bracelets when P.C.W. needs money."⁶ The intrinsic value of the bracelets was about ten dollars. A Kamala Cornelius Special Fund was set up to which money gifts in the thousands of dollars were subscribed in the name of this loyal alumna, but the real value of Kamala's gift was above price.

Another very special gift fund was that started by Eleanor Fitzgibbon, '03, as a memorial to Professor Joseph H. Gittings, whose death had occurred in the spring of 1920. Miss Fitzgibbon, the first woman in the United States to import and breed cattle, started the memorial fund with a check for one hundred dollars together with the promise of whatever price would be realized from the auction sale on May 31 of a purebred Jersey calf, named "Sybil's Alma Mater," a calf of excellent pedigree which she had imported from the island of Jersey.⁷ The Gittings Memorial and the Kamala Cornelius funds were indicative of the ingenuity exercised by alumnae in raising money for the Endowment and Building Fund even before the campaign was formally begun.

CHATHAM COLLEGE: *The First Ninety Years*

During the weeks of preparation Miss Coolidge was at the forefront of every undertaking. Time and again she said, "I have always felt this thing could be done when we made up our minds to do it and went about it in the right way."⁸ The intensive drive for subscriptions was opened March 11 with a nationwide dinner held in all towns and cities where there were five or more alumnae and former students. Each dinner group held a rally in support of the college, and greetings were exchanged among the groups across the country. By far the largest of the gatherings was that held in the William Penn Hotel in Pittsburgh where approximately a thousand persons were present. Among the special guests was the famous Metropolitan contralto, Madame Louise Homer, a native of Pittsburgh, whose father, Dr. William T. Beatty, early in 1869 had taken the lead in founding the college. Since Madame Homer was under contract to sing at only especially arranged programs, she was unable to favor the dinner guests with a song. However, she let it be known that she was not prohibited from joining in a community sing.⁹ On that night when "The Battle Hymn of the Republic" was announced, so softly did nine hundred and ninety-nine sing that one voice was heard above all others, and that a glorious, rich contralto. And on that night, too, when Miss Coolidge spoke before the great gathering her voice trembled as she closed her remarks, saying, "Though we have been unable to get the word through, I feel sure that tonight there is a P.C.W. Endowment Dinner being held in Madras, India."¹⁰

At the close of the intensive campaign, on April 12 a total subscription of \$400,000 was announced, ninety per cent of which had come through efforts of alumnae. The students contributed about \$38,000. Since two friends of the college had agreed to pay the expenses of the entire campaign, every dollar subscribed went into the fund.¹¹ A bulletin issued from National Headquarters stated that the ultimate goal of \$1,500,000 had been based upon the expectation of "a generous response from the citizens of Pittsburgh, which we have not yet received but which we hope will come as a result of the example set by the alumnae and former students of the institution."¹²

At the end of September the trustees voted to continue the campaign for a million dollar endowment and consider means of raising the building fund later. In October they set aside the half million dollars already received and resolved "not to invade that principal for any purpose." At the same time the men on the board recorded as the consensus of their opinion the statement that the women of the board and of the alumnae had already done their share of the work and that the men should accept responsibility for the remainder of the campaign.¹³ By commencement of 1925

A Forward Movement

subscriptions had reached a total of \$662,388.¹⁴ By October of 1928 the total amount pledged was \$665,771; of that, \$538,132 had been paid.¹⁵

Although the college did not attain its goal in subscriptions, it did realize the purpose for which the campaign had been conducted. As a result of the half million dollars raised for endowment, by the spring of 1925 the college was given recognition on the following lists: the regional list of Colleges and Secondary Schools of the Middle States and Maryland, all Pennsylvania state educational lists, and all New York state educational lists. It also gained affiliation with the American Association of Colleges, the American Council on Education, the Bureau of Vocational Information, and the American Association of University Women. The college was placed on the approved list of the Association of American Universities in 1938. Acceptance by the American Association of University Women was accompanied by the criticism that some heads of departments did not hold Ph.D. degrees, the teaching load of some faculty members was too heavy, and the salary scale for women was not the same as for men. The college was urged to correct those faults.¹⁶

The college had attained the academic standards required for recognition on the lists years earlier. Its ultimate recognition constituted a triumph for all persons who had worked to raise the essential endowment fund. It was a personal triumph for Miss Coolidge. The faculty, fully realizing that her leadership was a strong factor in gaining the recognition, expressed its appreciation of what she had accomplished and its "loyal willingness to support all her efforts to advance the scholarship and academic dignity of the college."¹⁷

Mrs. Charles Spencer (Mary Acheson, '83) had stood close by Miss Coolidge throughout the campaign. In recognition of her selfless devotion to her alma mater, continuous since her student days, and her services as trustee for a quarter century, the college conferred upon her the honorary degree of Master of Arts at the commencement of 1925.¹⁸

The Endowment and Building Campaign marked a turning point in the fortunes of the college. Recognition on the approved lists not only elevated faculty morale and made it possible for the college to improve its educational services, but also in the years following brought indirect benefits and privileges to faculty and students. For example, very soon after gaining membership in the American Association of University Women, the college received a full scholarship of seven hundred and fifty dollars, with fifty dollars additional for personal expenses, from the Society of Pennsylvania Women in New York.¹⁹ Granted annually over a period of ten years, the scholarship enabled a number of superior students to gain a college education.

CHATHAM COLLEGE: *The First Ninety Years*

The concerted effort had brought alumnae together in greater numbers than ever before, and they were proud of the prestige gained by their college. Miss Coolidge had reminded them repeatedly that they were the most permanent group of the college community, that "faculty and students come and go, but once an alumna always an alumna."²⁰ Immediate measures were taken to bind the widely scattered graduates and former students more closely to the advancing college. In March of 1925 the Alumnae Council was formed. Representatives from each of the classes, decade clubs, out-of-town clubs, and the Associate and Dilworth Hall groups met on the campus to learn of college affairs at the source and to discuss ways and means of rendering more effective service. Upon the recommendation of the first council, a paid secretary was employed on a half-time basis to take charge of the alumnae office on the campus. The first alumnae secretary was also employed by the college as field secretary for half-time. Elizabeth Stevenson, '25, held the combined positions from 1926 to 1928. In that time she did exceptionally fine work in organizing the office and carrying through the responsibilities implicit in each position.²¹

Endowment, of such major importance to the college, was only one of the goals announced at the outset of the campaign of 1924. The trustees were aware that buildings and equipment also were needed for improvement. Miss Coolidge, on every possible occasion, urged them to give immediate consideration to a building program. She wrote to the alumnae in the fall of 1926, "Under the present leadership of Mr. Arthur E. Braun, President, the Board of Trustees is alive to the need of a forward movement for new equipment."²²

A Building Program

The Building Program, including a fund raising campaign, was entirely separate from the Endowment and Building Campaign of 1924 and was conducted by the trustees along quite different lines.

While the program was in progress, a number of changes occurred in the membership of the Board of Trustees. Judge Jacob J. Miller, trustee for twenty-three years, and William H. Rea, Trustee for twenty-seven years, died in 1929. The trustees, referring to the loss of these members of long standing recorded: "whatever progress the college makes in the future, and however strong and influential it may become, it will remain true that the faithful work of those who maintained the institution in the discouraging days of its struggles and difficulties rendered an inestimable service, without which the college could not be what it is."²³ Frederick B. Shipp, a trustee for ten years, died in 1932. Five more public spirited

A Forward Movement

men were elected to the board before the close of the period: in 1928, Kenneth Seaver, vice-president of the Harbison-Walker Refractories Company and father of Virginia Seaver, '29, then in college, and Mary Seaver, '35, a future student; in 1928, Judge Thomas P. Trimble, who had succeeded Judge Miller as president judge of the Orphans' Court, and James E. MacCloskey, Jr., an attorney and general counsel for Harbison-Walker, and father of Katherine MacCloskey, '29; and in 1932, Robert D. Campbell, vice-president of the Allegheny Steel Company, and Charles F. Lewis, director of The Buhl Foundation.

In 1926 the trustees engaged the services of E. P. Mellon and W. L. Smith, architects, to make a survey of all possible advantages of the college property and also outlying properties which might be needed to carry through a program of physical expansion and development.

The first step in expansion was the purchase of two houses on Murray Hill Place to the north of the boardwalk and steps leading from the campus to Murray Hill Avenue. The houses, named "Stony Corners" and "Broad View," provided room for twenty-four students and were filled at the opening of college in September, when three hundred and thirty-seven students were enrolled, of whom one hundred and fifty were in residence.

Then with a view to erecting new buildings, in the fall of 1926 the college purchased a 252 by 160 foot lot on Fifth Avenue, just below the new houses. After receiving the gift of the Mellon property in 1940,²⁴ all thought of building on Fifth Avenue was abandoned and the lot was subsequently sold. In the fall of 1927 a portable building which provided two large classrooms was placed on the campus, which for the next three and a half years partially relieved overcrowded conditions in Berry and Dilworth halls.

In the meantime plans were taking shape to raise one million dollars for new permanent buildings. Increased enrollments necessitated more dormitory rooms, more classrooms, and more laboratory and library facilities. Early in 1928 the trustees brought Marion Jobson, '23, to Pittsburgh to assist in the fund raising campaign.²⁵ Through a preliminary effort in the Pittsburgh area, before the building fund campaign was launched, Miss Jobson secured an anonymous gift of \$100,000 and a gift of \$50,000 from Mrs. H. Lee Mason.

The banner year in the Building Program was 1929, the sixtieth year after the college was chartered. To the great gratification of all persons interested in the college it was announced in June of that year that subscriptions to the building fund had reached one half million dollars "by quiet campaigning under the direction of Miss Jobson." Equally thrilling was the report that the alumnae in their June meeting had resolved to

CHATHAM COLLEGE: *The First Ninety Years*

enter the campaign in an effort to raise \$250,000 for the erection of a building to be named in honor of Miss Coolidge.²⁶ In the fall the faculty and administrative staff entered the campaign with a pledge of \$6,500.²⁷ During the summer the Pittsburgh papers carried the announcement that The Buhl Foundation had made a grant of \$100,000 toward the building of a science hall. The Buhl grant, a part of the half million dollars announced in June, had been made contingent upon other gifts amounting to \$400,000.²⁸ Before the close of the year construction of the first new building was nearing completion and plans were well under way for more buildings to be erected. The years 1929-31, early years of the great depression in the general history of the nation, were building years in the history of the college.

The first new unit was the addition of a wing to the south end of Woodland Hall, which provided dormitory accommodations for fifty students and doubled the size of the Woodland Hall dining room. The new dining room was made ready for the Christmas dinner held December 19, 1929, and the new wing was completed in January of 1930, making way for a general resettlement at the close of the first semester, when the students who had been living in Berry Hall moved to Woodland. The former dining room of Berry Hall was then converted into a den and lunch room for day students, and the former dormitory rooms were fitted for faculty and secretarial offices and staff rooms for student organizations. While the new wing to Woodland was being built, a two-story power and heating plant was erected southwest of Berry Hall.²⁹

In the fall and winter of 1929-30 plans were made for building and equipping the science building, to be named, quite appropriately, the "Louise C. Buhl Hall of Science" to honor the memory of Mrs. Henry Buhl, Jr., who together with her husband had been interested in promoting educational programs like that of Pennsylvania College for Women.³⁰ The architect, W. L. Smith, was assisted by Dr. Earl K. Wallace, professor of chemistry, who planned the layout of the interior of the building to provide for needs in teaching biology, chemistry, physics, and astronomy. Dr. Anne Rachel Whiting (Mrs. Phineas) assisted in planning the arrangement of the section devoted to biology. Mr. L. J. Kiefer, superintendent of the Farmers Bank building, gave valuable advice and assistance throughout the period of building. Construction was completed and the building opened to the public on "Parents' Night" in mid-December. It was ready for classes and laboratories after the Christmas recess.

Buhl Hall, standing on the northwest corner of the original campus, was the first of three buildings which at the present time outline the northern rim of the campus quadrangle. It was built of red brick with limestone

A Forward Movement

trim, in the Georgian style of architecture. Besides classrooms and laboratories for instruction in biology, chemistry, and physics, the building provided library and seminar rooms, a large lecture hall equipped with a demonstration desk and stereoptican and motion picture projectors, and offices for the faculty, each with an adjoining private laboratory, placed in convenient proximity to both laboratories and classrooms. Included in the equipment of the physics laboratory was a master clock which recorded time in split seconds and also served as an automatic means for ringing class bells across the campus. The clock was of the same type as five others in the country used by Radio Corporation of America for trans-oceanic broadcasting. A six-inch telescope made by Pittsburgh's famous astronomer, John Brashear, was also housed in the building.

Among the many interesting features of the building were the stone tablets above the front entrance on which were chiseled the names of twenty-eight eminent American scientists living at the time the building was erected. The names were determined by the votes of a group of the nation's foremost scientists. The tablet was unveiled on a special occasion called "Science Night," at which a large number of people, among them some seventeen of the leading scientists of the Pittsburgh area, were guests of the college. The main address was given by one of the scientists whose name appeared on the tablets, Wilder D. Bancroft, professor of physical chemistry at Cornell University.³¹

Another building long hoped for became a reality in 1931 when the James Laughlin Memorial Library was erected to the east of Buhl Hall. Miss Anne Irwin Laughlin of Philadelphia gave one hundred thousand dollars for the building as a memorial to her grandfather, one of the founders of the college, and the first president of the Board of Trustees. The architects E. P. Mellon and W. L. Smith planned the building to harmonize in materials and shape with Buhl Hall and Woodland Hall. Ground for construction was broken in April when three great great-granddaughters of Mr. Laughlin—Mary, Elizabeth, and Henrietta Laughlin, ages nine; ten and eleven—plied silver plated spades tied with purple and white ribbons to lift the sod.³² The building was completed in December, and during the Christmas recess the shelves were filled with books transferred from the former library on the first floor of Berry Hall and book-cases in classrooms and offices in Berry and Dilworth Halls.

The extension to Woodland Hall, the power plant, the Louise C. Buhl Hall of Science and the James Laughlin Memorial Library were essential to the forward movement of the college. The Building Program had also included plans for an administration building, more classrooms, and a chapel. However by the spring of 1931 the great depression delayed the

CHATHAM COLLEGE: *The First Ninety Years*

program. In March the trustees reported that as of that date subscriptions to the Building Fund amounted to \$690,789 of which sum \$478,284 had been paid and expended in the improvement of Woodland Hall, the power plant, Buhl Hall, and work on the grounds. The alumnae, who had undertaken to raise \$250,000 for an administration building in honor of Miss Coolidge, had obtained subscriptions for \$200,337 out of the total amount subscribed, and \$140,939 of those subscriptions had been paid. The trustees found it necessary to borrow money from the alumnae fund in order to pay for improvements already made and resolved that the amount borrowed and any future borrowings would be restored to the fund out of payments to the general building fund.³³ When the library was completed in December, the Building Program was halted for a number of years.

Miss Jobson, who had been engaged to direct the campaign for the building fund, was made assistant to the president of the college in the summer of 1930. Mrs. Murdoch, Mrs. Martin, and Mr. Harbison of the trustees worked with her in an advisory capacity to formulate a ten-year program with reference to the following topics: the Board of Trustees, faculty, student enrollment, the physical plant, a budget, securing the interest of outsiders, and the possibility of changing the name of the college.³⁴ Even though the depression had seized the economy of the country, the trustees had every intention of continuing the forward movement.

Faculty and Studies

Just as new buildings were necessary, so also a larger faculty was essential to take care of increased enrollments and maintain high standards.³⁵ A considerable number of the faculty appointed by Dr. Acheson and Miss Coolidge were to render service ten, twenty, and thirty years ahead.³⁶

Associated with Dr. Doxsee in the English department were some fine teachers who left their stamp upon the minds of those they taught. For eighteen years Mary I. Shamburger, who held the A.B. degree from Guilford College and the A.M. degree from Columbia University, taught classes in freshman composition and in American literature and seventeenth century poetry. She was loved and admired for "her warm Southern charm and serious scholarship"³⁷ and for her lilting laughter and sensitivity to beauty in nature and in literature and art, an enjoyment she was able to impart to her students. Eleanor Taylor, who held the A.B. degree from Rice Institute and the A.M. degree from the University of Pittsburgh, joined the English faculty in 1927 and remained with the college until 1940. One of her former students wrote that, "She made freshman English my most exciting freshman course and demonstrated chal-

A Forward Movement

lengingly what a college 'woman' could mean."³⁸ Miss Taylor was made assistant to the dean in 1930-31 and acting dean in 1931-32. However, it was in her role as a teacher that she both gave and received the greatest satisfaction. Alta A. Robinson who held the A.B. and A.M. degrees from the University of Iowa was another gifted teacher of composition and literature. Miss Robinson was an able critic and an inimitable story-teller. A wave of enthusiasm for writing pervaded the campus during her era. Her regularly scheduled classes were supplemented by evening sessions when compositions were read and criticized by students and visitors.

Nita L. Butler, who held three degrees from the University of Michigan, joined Miss Green in the department of classical languages in 1928. For three years she had been a Fellow at the American Academy of Rome. She had led the archaeological expedition of the University of Michigan in excavating at the site of ancient Carthage, and worked a number of years on the compilation of a corpus of Campanian wall paintings.³⁹ Dr. Butler taught classes in the classical literatures and also in Greek and Roman archaeology, and after 1930 the history and appreciation of art. During her fourteen years at the college she exhibited true enthusiasm for learning, which some of her best students caught, and a sociable and kindly nature which made her a helpful friend.

In the French department Miss Ely had the able assistance of Jeanne Rieu Butler, a native Breton who had come to the United States following World War I as a fellow of the French government. She had studied at Pennsylvania State College which granted her the A.B. degree and the University of Illinois which granted her the A.M. degree, and continued advanced study at the Sorbonne. Mrs. Butler remained at the college ten years. Skillfully instructing her students in the art of French conversation and the interpretation of great French literature, she bestowed an invaluable legacy upon the minds and hearts of her students.

Dr. White, professor of history and political science, was succeeded in 1924 by Anna L. Evans, who had received the A.B. degree from Oberlin and the A.M. degree from Smith. In 1928 she received the Ph.D. degree from Columbia University. Dr. Evans remained with the college twenty-three years, teaching advanced classes in modern European and English history and also sections of the required freshman course. Many a former student remembers her classes with pleasure and appreciation. Dr. Evans gave her students thorough training in the methods of historical research and writing. They have written, "She taught me how to prepare and present a creditable term paper, something I have needed to know time and time again," and "Many of us have thanked her meticulous methods more than once in graduate school."⁴⁰ Effie L. Walker, who

CHATHAM COLLEGE: *The First Ninety Years*

joined the history faculty in 1926 remained with the college eighteen years. She had received the A.B. degree from George Washington University and the A.M. degree from Columbia University. Miss Walker, like Miss Shamburger, represented on the campus the best elements of southern culture. She was essentially a scholar and a teacher, conducting classes in American history, American government, and history of the Renaissance and Reformation. A former student stated, "For her, American history was the fascinating story of human beings she had come to love dearly, replete with their mistakes and triumphs, vanities and foibles."⁴¹ Another wrote, "An eloquent lover and critic of America, she made one care about government and politics."⁴² Members of the college community recall Miss Walker's enlightening assembly talks on current events, and many persons beyond the campus still quote her opinions, for she was in great demand as a speaker throughout the city.

Another member of the faculty whose work was well known throughout the city was James S. Kinder, professor of education, who remained with the college nearly thirty years. He held the B.S. degree from Southeastern Missouri Teachers College and the A.M. degree from Columbia University. In 1933 he received the Ph.D. degree from Columbia. He came to the college at the time the Commonwealth of Pennsylvania first required a prospective teacher to complete eighteen semester-hours credit in educational courses, including six hours of practice teaching. The lack of a model school in which the students could complete their practice teaching presented a problem. Dr. Kinder worked out a satisfactory arrangement with superintendents and principals of the public schools of Pittsburgh and suburban districts whereby college students could be admitted to their schools for purposes of observation and of practice.⁴³ He was considerate of each student and at the same time very exacting in matters of preparation, professional attitudes, resourcefulness, and general decorum. Through the years Dr. Kinder's students built up a fine reputation in the city for "the P.C.W. trained teacher." In 1929 a course in elementary education was introduced. Mrs. Olive O. Harris, B.S., Columbia University and M.Ed., University of Pittsburgh, assisted Dr. Kinder from 1930 to 1943 in setting up this program.

As professional training for social work was becoming more and more the responsibility of graduate schools, the college revised its program in that field. A major was given in the department of economics and sociology, including in its offerings courses in social work which were considered foundational to later professional training. Field work was discontinued, and certificates in social service were not granted after 1930. Miss Meloy, professor of economics and sociology, was ably as-

A Forward Movement

sisted from 1926 to 1933 by Eleanor J. Flynn, who held the A.B. and A.M. degrees from the University of Wisconsin. Having had practical experience in settlement work in Madison, Wisconsin and Chicago, Miss Flynn gave her students an excellent introduction to social problems and the services of agencies and institutions dealing with them.

Dr. Earl K. Wallace who helped in planning the Buhl Hall of Science came to the college in 1925 as professor of chemistry and head of the department of chemistry and physics. He had received the B.S. degree from Pennsylvania State College and the A.M. and Ph.D. degrees from Columbia University. An able teacher and valued counselor, Dr. Wallace continues in the work with which his name is inseparably connected in the history of the college. One of his earliest students remembered him as "a man of broad interests and rare patience to work so seriously and helpfully with women in science,"⁴⁴ and another wrote, "He never ceased stimulating, guiding, with an uncanny ability to sense each student's difficulty, to explain in exactly the right terms, to suggest action but never to demand it, to allow the student to develop in her own way to the limit of her capacities."⁴⁵ A graduate of more recent years has written, "He won popularity without courting it and taught us well without pain."⁴⁶

Mary Scott Skinker, with the A.M. degree from Columbia University, was assistant professor and acting head of the department of biology from 1923 to 1928. Her former students remember her as an inspiring teacher who required work of a high quality. One of her proteges was Rachel Carson who in later years won fame as author of *The Sea Around Us* and other books of scientific interests and literary excellence. While in college, so attracted was she to the course in comparative anatomy as Miss Skinker taught it that in the middle of her junior year she decided to major in biology, explaining she felt it important not only to write but also to have something to write about.⁴⁷ Miss Skinker was granted a leave of absence to study for a doctor's degree at Johns Hopkins University, work she was unable to complete because of ill health. Her successor was Anna Rachel Whiting (Mrs. Phineas), a graduate of Smith with a Ph.D. degree from the State University of Iowa. Mrs. Whiting was especially interested in genetics. In 1935 she introduced into the curriculum a course in eugenics and euthenics, which the students called "the marriage course." One who was in her classes stated, "Not only did she whet my interest in things biological, but by her wholesome attitude toward careers and marriage she helped set the pattern of my life."⁴⁸

Miss Bennett, who retired in 1930 as professor of mathematics and head of the department was succeeded by Helen Calkins, a graduate of Knox College, who received the A.M. degree from Columbia and the

CHATHAM COLLEGE: *The First Ninety Years*

Ph.D. degree from Cornell University. Dr. Calkins taught mathematics as a mental discipline and an art. A former major in her department wrote, "She made me unafraid of 'math' and helped me to learn that deductive thinking is beautiful."⁴⁹

In the spring of 1930 the department of spoken English was reorganized and called thereafter the department of speech. Courses leading to certification were discontinued and certificates in spoken English were not granted after 1930.

In connection with her class in oral interpretation of literature, Miss Kerst organized a Verse-Speaking Choir in 1931, the first of its kind in an eastern college. Reading in unison selections from the Bible, Greek drama, Shakespeare, and other works of literature, the choir gave first-class entertainments before groups in the city and elsewhere, including radio programs over stations WGAR of Cleveland and KDKA of Pittsburgh. In the summers of 1937 and 1938, Miss Kerst directed a successful Choral Speaking Colony on the campus. The program offered, in addition to training in choral speaking, lectures in aesthetics by Dr. Doxsee and instruction in rhythmic and dancing by Genevieve Jones of Pittsburgh.⁵⁰

Margaret Robb, who joined the faculty as assistant professor of speech in 1930, had received the A.B. and B.O. degrees from Geneva College and the A.M. degree from the State University of Iowa, and later the Ph.D. from Columbia University. She assisted Miss Kerst in dramatic productions and had special charge of courses in public speaking and debate and the course in children's literature, which was a feature of the teacher training program. She also coached the debating team, which had engagements with teams from other colleges, and sponsored Kappa Tau Alpha, a club whose members were especially interested in panel discussions and public speaking. A person who was always busy and always generous in granting requests for programs, Miss Robb is remembered by her former students for "her quiet charm and unassuming manner all coupled with much ability and efficiency."⁵¹

Miss MacKenzie, who since coming to the college in 1914 had maintained high standards as pianist and teacher of piano, resigned in 1929 to establish her private studio in East Liberty. Alice M. Goodell, who had succeeded Miss Williams in 1924 as organist and instructor in organ and the theory of music, in 1929 succeeded Miss MacKenzie as professor and head of the department of music, serving in that capacity until 1936. Miss Goodell who held the A.B., Mus.B., and A.M. degrees from the University of Wisconsin, was a supremely good organist and a gifted teacher. A former student of theory wrote of her as a "stimulating

A Forward Movement

teacher," and added, "My present interest in music has its deep roots in her teaching. Music theory is a complicated subject, but her way of teaching made it fascinating and easy to grasp."⁵²

Helene Welker joined the faculty as assistant professor of music in 1929, succeeding Miss MacKenzie as teacher of piano. She was chairman of the department of music from 1936 to 1947. She had received the A.B. degree from Hunter College with a major in Greek and Latin. A graduate of the Julliard School of Music, she had studied with Ernest Hutcheson and Harold Bauer, and also with Lazare Levy in Paris. An accomplished pianist, both as concert artist and expert accompanist, she contributed abundantly to musical life on the campus. "She is first, last, and always a devoted teacher,"⁵³ a former student stated. She gave her students a full measure of fine musical instruction and encouraged them to take advantage of the best in Pittsburgh music.

Instructors in physical education who had charge of the courses required in their department also assisted the college nurse and physician in the health program and, when needed, helped in the general cultural program on the campus. Lois P. Hartman, a graduate of the Chicago Normal School of Physical Education, who came to the college first in 1923 as instructor in physical education, left after two years to study physiotherapy at Walter Reed Hospital. She returned in 1928 a registered physiotherapist in charge of corrective gymnastics, an important aspect of the health program. Mary Jewell, also a graduate of the Chicago Normal School of Physical Education, was instructor in physical training from 1925 to 1930. She and her successor, Helen Errett, took special interest in developing the dance program of the department. Miss Errett, '24, had taken special work at Columbia and the University of Cincinnati, and for four years had been a member of the faculty of Ursinus College. All of the instructors in the department worked with the Athletic Association in arranging a program of sports. Every student was encouraged to participate in at least one sport, for purposes of enjoyment, recreation, and good health.

Though the librarian was not given faculty rank during this period, nevertheless her services were a *sine qua non* in the educational enterprise. Georgia Proctor, A.B. Northwestern, who for eleven years had filled the position altogether acceptably, was succeeded in 1926 by Harriet McCarty, '97, who also graduated from the Library School of Pratt Institute. By both training and experience Miss McCarty was singularly fitted for the position at the college during the years of its expanding program and the transfer of the library to the new building. She had been in charge of a number of libraries and had worked in the order, cataloguing, reference,

CHATHAM COLLEGE: *The First Ninety Years*

and central lending departments of Carnegie Library of Pittsburgh. As college librarian for sixteen years she was both a first-rate administrator and a genuine educator. She trained her student assistants in good library procedures, and they acquired a professional pride in the work. She kept the materials of the library accessible to both faculty and students. Students not only consulted her on reference problems but discussed their reading with her, for, as one wrote, "She continued to read and to know the books of her library."⁵⁴ She encouraged students to start building their own libraries, and they delighted in showing her precious volumes bought at "rare bargains." Several times they brought their books to the library for a student exhibit, and the collections were judged not on the basis of the number of volumes or expensive bindings but the quality of the works, good taste, and special interest reflected in the choices. Moreover, Miss McCarty furnished wise leadership in the general effort to increase the library collection. Valuable additions were made during the decades of the twenties and thirties.

To emphasize the importance of excellent scholarship, the faculty voted in 1925 that candidates with a high average in their college courses should receive their degrees *cum laude*, those with a still higher average, *magna cum laude*, and a student with very exceptional scholastic attainment should receive her degree *summa cum laude*. They expected *summa cum laude* to be granted very rarely.⁵⁵ Dorothy Edsall, '33, was the only student to whom that honor was granted. In 1938 the faculty discontinued the Latin wording and granted high ranking graduates their degrees "with honors" and "with high honors." Beginning in 1925, honors were conferred upon the freshmen having the highest grades at the close of the first semester. In 1931 freshmen honors were replaced by sophomore honors granted upon the basis of the accumulated grade average through the first two years. The faculty intended the honors to represent superior collegiate work.

In 1928, 1930, and 1932 PCW along with forty-eight other colleges and universities in Pennsylvania cooperated with the Carnegie Foundation for the Advancement of Learning in the "Pennsylvania Study of Higher Education," a study based, in part, upon a series of long objective tests on subjects of general culture. Although the study was made for purposes of improvement and not for comparisons among institutions, each institution was informed of its rank and individual students were told their scores and rank in each of the tests taken. Information that the college ranked in the first quarter of the forty-nine institutions, and some students were in the very top-ranking group, several in first and second places,⁵⁶ was indeed gratifying.

A Forward Movement

The records made by alumnae in graduate schools were a better criterion for judging the quality of scholastic achievement. Each year a number of graduates received scholarships, many of them granted on a competitive basis, to enter some of the best graduate schools of the country. There they competed favorably with graduates of other institutions. When the college was included in the accepted list of the Association of American Universities, the secretary of the association stated, "The action was taken largely because of the satisfactory record of your students who have gone on to graduate study."⁵⁷ Official recognition thus attained was accepted as a challenge to continued academic growth.

Going back to college was becoming an avocation in the early thirties. People were recognizing the value of education as a process to be continued throughout life. The Alumnae Association canvassed its members to discover their interest in non-credit courses to be offered by the college faculty and arranged a program accordingly. In three successive years, from 1931 to 1934, for a period of ten weeks each fall, classes in adult education were held, including a variety of subjects such as archaeology, current events, French conversation, English poetry, the contemporary novel, a verse speaking choir, play production, heredity, and occupational therapy. Each year approximately one hundred and twenty-five persons were enrolled, the majority of them alumnae and their husbands. After 1934 the Alumnae Association concentrated its efforts upon raising an annual Gift Fund for the college and therefore did not continue the program of adult education.

International Student Relations

A spirit of international mindedness had been growing on the campus ever since World War I. That spirit was promoted by the International Relations Club and the YWCA which sponsored the Student Friendship Movement through which assistance was sent to needy students in Europe. Even during the years when members of the college community were engaged in the endowment campaign, the students also found it possible to make generous contributions to the Student Friendship Movement.⁵⁸

As more young women from foreign lands entered the college, the bond with students abroad was strengthened. In the early thirties three were enrolled: Vartanouch Parounakian, an Armenian student from Constantinople, 1927-31; Yuki Naito from Kyoto, Japan, 1931-32; and Eleonora Vigliarolo from Rome, 1934-35—each a fine representative of her native culture and ideal interpreter of her people's way of life to the college community.

CHATHAM COLLEGE: *The First Ninety Years*

An exchange fellowship enabled Eleanora Vigliarolo to enroll at the college in 1934-35 while Sarah Stevenson, '33, was enrolled at the University of Florence. From 1929 to 1932 two students were chosen for the International Student Union Seminar held in Geneva, Switzerland. In the spring of 1929 Mary Louise Succop, '29, was one of twelve American college students selected for the seminar, which was attended by some forty students from various countries. Senor Salvador de Madariaga, their tutor, arranged for the students to attend sessions of the League of Nations and brought to their meetings such persons as Madame Marie Curie, Gilbert Murray, Ramsay MacDonald, Gustave Stresemann, and Aristide Briand.⁵⁹ Miss Succop was chosen to return to the seminar the following summer. In 1932 Ruth Fugh, '32, was chosen for the seminar. Writing of her experience she said, "It was a genuine thrill for us to actually see diplomacy in action . . . and a real privilege to hear Dr. Woolley, Dr. Benes, and Dr. Yen discuss informally with the student group the intricacies of world disarmament."⁶⁰ These young women helped to broaden the horizons of the college and to extend its influence to an ever-widening community.

Extracurricular Activities

Interest of the students in the affairs of the greater community was matched by their serious sense of responsibility in managing affairs of the campus. In no activity did they better prove their abilities than in managing their publications. The *Sorosis*, a literary and news magazine combined, published monthly during the college year for twenty-six years, gave way, September, 1921, to the *Arrow*, a newspaper, published semi-monthly at first and later weekly. The literary features of the *Sorosis* had been excellent, but the news items were deemed inadequate and, according to student opinion, "stale." From its beginning the purpose of the *Arrow* was to reflect all aspects of college life, to express student opinion, and to lead campus spirit. The first editorial stated the aim as follows: "We want the title 'The Arrow' to be significant of its purpose in the life of the college, in pointing the way to the best things, in guiding and expressing student sentiment. . . . Every student in the college is a reporter. . . . If you want to express a new movement or think you have a real idea for bettering us all—send it in."⁶¹

Through more than thirty-five years students "working on the *Arrow*," have fulfilled that purpose quite creditably. The *Arrow* staff was justly proud in 1923 when its paper received recognition in the *American Student*, a publication designed to provide the public with worthwhile educational news across the country. The initial issue of the *American Student* carried three quotations from the *Arrow* and provided the answer

A Forward Movement

to the caption, "Can Women Edit College Newspapers?" in a facsimile of the front page of each of three college newspapers, the *Wellesley News*, the *Bryn Mawr News*, and the *Arrow*.⁶² The *Arrow* staff of 1932-33 was gratified by the report that in an All-American Newspaper Critical Service conducted by the National Scholarship Press Association the *Arrow* was accorded "Honor Rating" among the college weekly newspapers.⁶³

Special recognition was also accorded the *Pennsylvanian* which had been published biennially since 1915. In 1924 and again in 1926 it was among the yearbooks of the women's colleges receiving honorable mention in the Art Crafts Guild National Contest for Yearbooks.⁶⁴

In June of 1924 students in the English composition classes published the *Englicode* in magazine form, stating as their aim, "to stimulate freer and fuller self expression, to encourage clearer thinking, and to bring about a more complete mastery of English." Subsequently the *Englicode* appeared three or four times a year as a literary supplement to the *Arrow*, though produced by its own separate staff. In June of 1929 the *Englicode* was replaced by a new literary magazine, the *Minor Bird*, named after a poem by Robert Frost, who had been a visitor on the campus when the students were preparing the first issue. Especially expressive of the students' sentiments were the lines,

Of course there must be something wrong
In wanting to silence any song.

It was for "the bettering of all" that an effort was put forth in the fall of 1927 to change the name of the college. Leaders in the movement, mostly members of the class of 1929, then juniors, "had suffered long enough under the jibes from Pitt and Tech composed of new epithets to fit the initials P.C.W."⁶⁵ Slips of paper were passed out at an S.G.A. meeting asking each student to state reasons for changing the name of the college and to suggest a more suitable name. The *Arrow* reported: "Half were somewhat stunned, undecided, and remained mute. The expected percentage of conservatives raised their bans, but eighty-eight immediately and unhesitatingly gave their reasons."⁶⁶ In October an entire edition of the *Arrow* was devoted to the question of the name change. With the front page drawing of a Gothic tower rising above the legend "Dilworth College," the paper was more than slightly slanted toward the affirmative side. As soon as it was released, voices were buzzing throughout the campus. Miss Coolidge stated that the name of the college could not be changed so simply as by a student vote. However, she considered the matter more than a passing fancy. In her message to the *Alumnae Recorder* that fall, she referred to the incident as follows:

CHATHAM COLLEGE: *The First Ninety Years*

The student body, alive and alert as young people should be, aroused some discussion in regard to our name. Those of you who have read the *Arrow* number devoted to that subject have all the answers pro and con. Our only point is to give some thought to the subject for there are always two sides to a question. As Robert Louis Stevenson said, "Age may have one side, but certainly youth has the other. Let them agree to differ, for who knows but after all agreeing to differ is a form of agreement rather than a form of difference."⁶⁷

The question was a live issue for some years. Among the proposals presented to the Board of Trustees by Miss Jobson's Advisory Committee in March of 1931 was the possibility of changing the name of the college.

Issues arose on the campus not because of any widespread discontent, but rather quite naturally in the course of events through a period of rapid change, a period when almost everyone on the campus was personally devoted to the college and when the spirit of individualism was strong. No issue set all students against the whole faculty or administration, nor did any destroy the general harmonious relationships, the good fellowship so highly prized.

The last message of Miss Coolidge spoken to the college community was her address at commencement vespers held for the class of 1932. Failing health in the months following confined her to her home. On March 12, 1933, the sad news of her death came from the president's house. The college community, the city of Pittsburgh, and leaders in the educational world mourned the loss—a personal loss to thousands of men and women. The S.G.A. president, writing the following words of appreciation for the students, has well expressed the feeling held also by the entire college community for its beloved president:

Miss Coolidge's influence over all who knew her is hard to describe in words that are not conspicuously inadequate. She had all the respect and admiration that belong to a brilliant leader, but she had the love and devotion that we grant to an intimate friend. That she should be interested in her students individually, calling them by name and giving them freely of her time, has made an unforgettable impression upon us. Miss Coolidge possessed the sympathetic intuition which knows the right word at the right time. It was **this** intimate interest and sympathy, as well as her farseeing and constructive guidance that has made Miss Coolidge a source of encouragement and inspiration to every student. Miss Coolidge gave P.C.W. her strength and her vision, and her very heart. We shall always treasure the gift.⁶⁸

As dean of the college, 1906-17, and president, 1922-33, Miss Coolidge had said to the students many times, "You are being educated now for the time when you will be forty." She was determined that they should have the best. Her utmost efforts were directed to strengthening the educational program. She worked unceasingly to bolster the program

A Forward Movement

with an able faculty, increased endowment, and adequate physical facilities. She succeeded in her efforts to a high degree. Many there are who maintain, quite justifiably, that had it not been for the success of her efforts, the college probably would not exist today.

Though the loss of Miss Coolidge was a deep sorrow to everyone on the campus, fortunately the administrative work of the college was not interrupted. Actually Miss Marks had been performing the duties of the president's office throughout the duration of Miss Coolidge's illness. Miss Coolidge, had sent a letter of resignation to the Board of Trustees in December 1932, but the board did not consider it. Miss Marks was appointed acting president the first of February.⁶⁹ Appreciation of her invaluable service during the year 1932-33 was fittingly expressed in the following editorial statement of the *Arrow*:

To Miss Marks, our dean, our acting president, and our friend, we should like to express, if ever so haltingly, our most sincere appreciation and gratitude for everything she has done this year. To have guided the affairs of the college through one of the most difficult years of its existence, to have carried on efficiently and graciously a dual responsibility, to have set us all an example of cheerfulness and a refusal to become discouraged, and at the same time to continue to be the sympathetic friend of every girl in the college—this is an achievement for which our appreciation must always be inadequate.⁷⁰

Miss Marks led the college through two more years, years of the great depression. The faculty and staff recorded their recognition of her invaluable services at that time in the following resolution:

Be it resolved that we, the Faculty and Staff of Pennsylvania College for Women, do hereby express our appreciation of the leadership of Acting President M. Helen Marks, that we recognize her wisdom, judgment, and resourcefulness in maintaining the traditions and upholding the prestige of the institution, that we acknowledge the personal sacrifice and devotion so graciously and unselfishly given for the best interests of the college community.⁷¹

Relieved of the extra responsibilities involved in being acting president as well as dean, when Herbert Lincoln Spencer succeeded to the presidency of the college in 1935, Miss Marks continued her services as dean of the college, the office with which her name has been synonymous to many generations of the college family.



CHAPTER ELEVEN

"We Pledge Our Faith In You"

1935-45

The years of the great depression and of the Second World War were a testing time in the life of the college—a testing of its essential strength—and a time when faith in the college brought forth work and sacrifice, and progress ensued.

A song of faith in the college was written and adopted as the Alma Mater at a time when again financial fortunes were at a low ebb. On a Saturday night in the fall of 1936, as the day of the annual song contest was drawing near, the editor of the *Arrow* sat alone in the drawing room of Woodland Hall, reflecting on her years at the college, depression years, and on what the college meant to her, then a senior. Since childhood she had been steeped in its traditions as told by her mother who had been a student of the college in the closing years of the nineteenth century.¹ That night in the Woodland Hall drawing room Katherine Pyle, '37, wrote a song based on the college motto, a song with a promise, "Our Alma Mater, we pledge our faith in you."² Juliet Weller, president of the class of '37, wrote the music for the song. It was awarded first place in the contest and the following spring, by vote of S. G. A. and of the alumnae, was adopted as the Alma Mater of the college.³ Ever since, it has bound generations of students and alumnae to their alma mater in fellowship and faith.

In the Years of the Spencers

Despite the depression of the mid-thirties Mr. Braun, president of the Board of Trustees, could face the future confidently in June, 1935, saying, when he inducted Herbert Lincoln Spencer into office as tenth president of the college, "We, the Pennsylvania College for Women, conscious of the strength built up through the years, summon a new leader and with him look out upon a new world, with new challenges and new opportunities to serve womankind and humanity."⁴

Dr. Spencer was lauded in the city as a man of "youthful vigor and

CHATHAM COLLEGE: *The First Ninety Years*

sound experience as an educator.”⁵ He was chosen by the trustees as “the right person” for the presidency of the college. For two years they had been in search of a successor to Miss Coolidge, at first believing they should elect a woman. But as time went on, and the enrollment was decreasing and income from the endowment fund diminishing, they believed the college would fare better under the leadership of a man.⁶ They were fortunate in finding for the position a man acquainted with Pittsburgh and with faith in the college.

Herbert Lincoln Spencer (deceased, January 29, 1960) was born and raised in the state of New York. He held the B.S. degree from Carnegie Institute of Technology and the M.S. degree and the Ph.D. from the University of Pittsburgh. He had been principal of the Henry Clay Frick Training School for Teachers and a member of the faculty of the School of Education of the University of Pittsburgh. Since 1934 he had been dean of the College of Liberal Arts and Sciences and of the faculty of the university.

Dr. Spencer entered upon each new venture with an enthusiasm that was contagious to those associated with him. He came to the college fully appreciative of what Miss Marks had accomplished as both dean and acting president. In his inaugural address he said:

It seems just to point out that no president of this institution has had more trying problems or more uncertainties than those Miss Marks has experienced in the past two years—times in which many colleges have gone completely out of existence. It is unlikely that many of those present fully realize the responsibility which has been placed upon Miss Marks and the able manner in which she has carried on the work during this period.⁷

Dr. Spencer was indeed blest in having the support and cooperation of Dean Marks, whose understanding of campus matters was invaluable.

Many people would say that the chief asset of Dr. Spencer was his affability, his liking for people, and his flair for getting along with them. Into whatever group he went, his very presence seemed to speak for him. He was admired and respected as a leader in educational and civic organizations throughout the Pittsburgh area. It was good for the college to have its interests carried to the public by the new president.

Combined with Dr. Spencer's personal assets were those of Mrs. Spencer. She was a member of the Metropolitan Board of the YWCA and chairman of the Girl Reserve Division. Formerly a member of the faculty of Margaret Morrison College, she was right in her element on the campus. As a family, the Spencers lived simply, stressing true values and avoiding extravagances, giving generously to others. They were

"We Pledge Our Faith In You"

cordial hosts, entertaining on a modest scale in keeping with the retrenchments of depression and war years.

Like the majority of his predecessors, Dr. Spencer was a builder. He too had plans for development, but at the time he entered upon his administrative duties, immediate problems were so pressing that plans for the future had to be postponed. In his inaugural address he had mentioned the fact that a number of the colleges had ceased to operate during the early years of the depression. It was to the credit of the president and the dean, and the trustees and the faculty, that the college was able to survive the strain of the ten years ahead.

In business management the president was assisted by a faithful and experienced board of trustees. During the period the board suffered the loss of three valuable members by death: Andrew W. Mellon in August 1937; the Reverend William L. McEwan in November 1937; and Mrs. W. N. Frew in November 1940. Vacancies were generally filled by persons having family connections with the college or who were experienced in the business world. In 1937 the trustees elected to their membership George Dilworth Lockhart. On his mother's side Mr. Lockhart is a great grandson of George A. Berry, a founder of the college, and a grandson of George Dilworth, benefactor of the early college. His paternal grandfather, Charles Lockhart, had been a trustee. The real importance of Mr. Lockhart on the board lay, however, not so much in his family connections as in his own wise counsel and devoted service to the college. Other members elected during this period were: John H. Ricketson III, 1937; Mrs. R. D. Campbell, 1938, whose late husband had been a trustee of the college; Frederick G. Blackburn, 1938, son of William W. Blackburn, a former trustee; and Gwilym A. Price, 1942. In an effort to maintain close communication and cooperation between the Alumnae Association and the Board of Trustees, every three years, beginning in 1937, the alumnae elected a trustee to serve for one triennium. Mrs. Florence Bickel Swan, '12; Mrs. Elizabeth Burt Mellor, '95; and Mrs. Harriet Duff Phillips, '03 were the alumnae trustees serving during the period.

A few statistics will help to indicate the degree of strain under which business operations were conducted. There were 343 full-time students enrolled in 1927-28, the largest enrollment of any year prior to the depression. Three years later there were 311. In 1931 degrees were granted to 79 candidates, the largest number graduating in any class up to that year. The record was not reached again until 1947 when degrees were granted to 90 candidates. The smallest graduating class during the depression was that of 1935 when degrees were granted to 50 candidates; the smallest enrollment was that of 1937-38, numbering but 269 full-

CHATHAM COLLEGE: *The First Ninety Years*

time students. Thereafter enrollments increased gradually, but steadily, numbering 298 and 306 in the two years following, and 360 in 1944-45, Dr. Spencer's last year at the college. As total enrollments decreased, so did the resident enrollment. Stony Corners and Broad View were converted to faculty residences as of 1931. For a number of years the fourth floor of Woodland Hall was closed. With the rising tide of enrollment, Woodland Hall was again filled to capacity, and in 1940 there was need of more dormitory space.

In view of the financial problems facing the college in the fall of 1931, the faculty voted to voluntarily offer a gift of ten percent of their salaries, for that year only, to assist the Board of Trustees in meeting the deficit.⁸ The administrative staff and employees joined in the movement.⁹ The gift, though granted willingly, was a sacrifice, for salaries and wages were deplorably low. The following year Miss Marks reported a worsening financial situation together with the suggestion of the trustees that the faculty take a temporary fifteen percent salary cut, adding that the board intended to restore salaries to the 1930-31 basis as soon as conditions warranted.¹⁰ Of course the faculty and staff complied. In 1932-33 one student in three was receiving financial assistance from the college.¹¹ Even savings made by salary cuts were not adequate to meet the needs. Each year trustees, alumnae, and other friends contributed generously to the scholarship fund to keep students in the college. Other means of assistance were provided by the Federal Emergency Relief Administration (FERA) and the National Youth Administration (NYA), which paid for a limited amount of student employment on the campus.

During the most difficult years faculty salaries remained unchanged. The trustees voted in 1938 to make the retirement annuity plan of the Teachers Insurance and Annuity Association of America (TIAA) available to full-time faculty and administrative employees on the basis of six percent of their annual salary, one half of which would be contributed by the employee and one half by the college. They voted further to increase the salaries of all full-time faculty and staff members by three percent, so that they could participate in the plan without decrease in pay. In providing the means by which members of the faculty and staff could receive annuity income upon retirement, the Board of Trustees conferred a real benefit upon all who took advantage of the offer. A salary increase of approximately ten percent voted for the year 1944-45 together with the contribution made by the college to TIAA may be said to have restored salaries to the 1930-31 level. The percentage of salary contributed to TIAA on the fifty-fifty basis was increased until in 1947 it reached twelve percent.

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Additional buildings, so badly needed in 1931 when further construction was stopped by the depression, were needed still more in 1939 when a larger number of students than could be accommodated was applying for rooms on campus. As soon as conditions seemed favorable, Dr. Spencer reminded the trustees of the basic needs of the college and worked with Mr. MacCloskey, chairman of the Finance Committee, in gaining the interest of persons thought to be in a position to help the college.¹² Early in 1940 the Board of Trustees entered upon another fund-raising campaign for building and endowment purposes. They asked for \$775,000 to erect three new buildings—a combined administration and classroom building, a gymnasium including a swimming pool, and a combined auditorium and student social center—to replace Berry, Dilworth and Music Halls and the gymnasium, which were pronounced "not only obsolete in design, but inadequate in size, costly to maintain, and beyond repair." They asked also for \$725,000 additional endowment to provide faculty salary increases and to educate capable students who otherwise would be unable to attend college. A committee of civic-minded men and women was organized under the leadership of Dr. Spencer and Mr. Braun to support the campaign, which the trustees planned should be "short and quiet."¹³

Soon after the campaign was under way, the college received one of its finest gifts of all time, a deed to the property of Mr. and Mrs. Paul Mellon adjoining the campus. The seven and nine-tenths acres of rolling ground beautifully landscaped, the spacious house, tennis courts, and garage were of unparalleled value. In a letter to Mr. Braun, confirming the gift, Mr. Mellon expressed gratification in the agreement that the residence building should be called Andrew Mellon Hall in memory of his father, the late Andrew W. Mellon, and added:

My wife and I are delighted to be able to express in this manner the friendship and feeling of respect for the college, which my family and I have always shared. My father, who was a trustee of the college often spoke of the institution as a logical and worthy recipient, should a gift such as this seem suitable. It is fortunate that our property lines are contiguous so that the gift will round out the property holdings of the college in a natural and beneficial way. I believe the property will prove most useful to the college and easily adaptable to its purposes.¹⁴

Declaring the gift "a powerful stimulus" to the work of the college, Mr. Braun stated:

The college will strive in every way to create and maintain in Andrew Mellon Hall a worthy memorial to a man who was long a trustee of the college and for many years Pittsburgh's most distinguished citizen. In paying this tribute to

CHATHAM COLLEGE: *The First Ninety Years*

his father and in making possible an important extension of the work of the college, Mr. Paul Mellon has demonstrated again his own fine spirit and interest in his community.¹⁵

Almost immediately the new property became a part of the campus in the minds and hearts of all, and the college moved in as soon as it was vacated. The pleasant gardens with wide-spreading weeping willows, colorful Japanese maples, and various flowering trees and shrubs have been a highly prized addition to the naturally attractive grounds of the original property, greatly increasing means for enjoyment on the campus.

The former residence, requiring no alteration, has proved to be thoroughly functional. The tone of the place is that of elegance without extravagance. The first floor is distinctive in its beautiful wood and stone work, fireplaces, and French doors opening upon a flagstone patio. Comprising a large central hall and staircase, library and music rooms, large and small dining rooms, kitchen and pantries, it became the main social center of the campus. It was used every day by the residents of the hall—the dean of the college and her mother for ten years, thirty some seniors who lived in the dormitory rooms of the second and third floors, and their hostess. It was used frequently also for specially arranged social functions of faculty, students, and alumnae. On the ground floor were recreational rooms. The former ballroom, which the students named “the Conover Room” in honor of Mrs. Paul Mellon whose maiden name was Conover, was a popular place for informal gatherings. Also popular were the double bowling alley and beautifully tiled swimming pool, which was of the very dimensions planned for a pool in the proposed new gymnasium.

The only building changes made were those in the former garage in which new floors were laid and partitions built, converting it into an attractive and much needed Art Center, with a recital hall, music and art studios and a music library on the first floor and a vocal studio and practice rooms, on the second floor. For a time, 1944-50, when dormitories were overflowing, the pianos were moved from the practice rooms to the old Music Hall, and the second floor rooms of the Art Center furnished as a dormitory for fifteen freshmen and their faculty adviser. Since 1948 the building has been used largely for music and its name changed to the Music Center.

The college received gifts through which another valuable property was acquired in 1943, the beautiful Edwin S. Fickes residence together with a garage and two acres of well-improved grounds on the hillside across Woodland Road, facing Woodland Hall. By September, 1943, another dormitory, Fickes Hall, was filled to capacity.

*RIGHT: Mary Helen Marks, dean
1922-52 and acting president
1933-35*



*LEFT: Herbert L. Spencer, presi-
dent 1935-45*



Andrew Mellon Hall

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The Mellon and Fickes properties were an inestimable boon to the college in a time of national emergency, when war priorities curtailed construction. The old buildings were retained and still served for classrooms, offices, chapel, and gymnasium, as well as living quarters for a dozen or more members of the faculty and staff.

Faculty and Studies

The essential work of the college was not curtailed by either the depression or the war. A good faculty was maintained throughout the period. New members joined with a number who had been on the faculty since the twenties and early thirties, and together they defined anew the educational aims of the college, reorganized the curriculum, and introduced innovations.

Miss Marks worked closely with both the faculty and students. In recognition of her fine services, the college conferred upon her the honorary degree of Doctor of Humane Letters in 1938.

In 1935 Edward W. Montgomery succeeded Miss Meloy as head of the department of sociology and economics. He held the A.B. degree from Parsons College and A.M. and Ph.D. degrees from the University of Chicago. Soon after he came to Pittsburgh he became deeply interested in the social agencies of the city. He was granted a leave of absence during the year 1938-39 and a part-time leave during 1939-40 to serve as an assistant chief probation officer of the Juvenile Court of Pittsburgh. However, his greatest interest was in teaching sociology. His course in "the Family" and his Sociology Seminar were favorite classes of many students. It was as teacher and counsellor that he made his great contribution to the college. His colleagues and students valued his opinions and felt genuine affection for him. His untimely death in 1946 was a sad loss to the college. Dr. Doxsee wrote in a memorial of him:

His sociology was not just a job but the implementation of a steady influence for intelligence and good will. Intelligence, kindness, simplicity, sincerity in him were united in a personality of quiet dignity. Never have I seen a more genuine expression of that rarely embraced idea, plain living and high thinking. His avoidance of what he considered the meretricious and frivolous was without a trace of eccentricity, the choice of a nature intrinsically fine and sound.¹⁶

Closely associated with Dr. Montgomery was Dorothy Shields, an instructor in economics from 1935 to 1943. Miss Shields, who held the A.B. degree from Goucher College and A.M. from the University of Pittsburgh, received the Ph.D. degree from the latter institution while at the college. Her classes were remembered for the lively discussions which

CHATHAM COLLEGE: *The First Ninety Years*

stimulated independent thinking and aroused interests which have lasted.

Dorothy Andrew, who held the A.B., A.M., and Ph.D. degrees from the University of Minnesota, had charge of the work in psychology from 1935 to 1943. Offering a full major in psychology, she attracted large numbers of students to her classes and influenced many of them to continue the study in graduate schools.

Hazel Cole Shupp (Mrs. Paul M.), holding the A.B. degree from Colby College and the Ph.D. from Yale, joined the faculty in 1935, teaching courses in advanced composition and literature. Quite a number of her former students have been successful in journalistic work both in Pittsburgh and elsewhere. Mrs. Shupp was one to whom students were enthusiastically devoted. One of them wrote, "Her unbiased judgment and keen wit made her ever young, and the knowledge and charm which she radiated drew a coterie of students beyond the classroom for learning and companionship."¹⁷

Miss McCarty who retired in 1942 was succeeded by Mrs. Alice E. Hansen, who held the A.B. degree from Vassar, the M.Ed. from Harvard, and had received a Certificate in Library Science from Columbia University. During her eight years at the college Mrs. Hansen rendered invaluable service in building up the library collection and assisting faculty and students in this aspect of the educational enterprise.

The college witnessed a decline in the election of Greek and Latin and a corresponding increase in elections of French, German, and Spanish courses during the period. When Miss Green retired in 1936, Dr. Butler carried the entire load of the department of classical languages. Though instruction in both languages was offered, Greek was not taught after 1937 and Latin was not taught from 1943 until its revival in 1957.

Marion Griggs, '24, succeeded Miss Ely in the French department in 1935. She held the A.M. and Ph.D. degrees from the University of Pittsburgh, and had taken advanced courses at the Institut de Phonétique, where she received the *Certificat de prononciation* from the French Ministry of Education. Dr. Griggs' students remembered with special appreciation her penetrating and sparkling interpretations of French literature of the seventeenth century. She left the college in 1943 to accept a position with the government in Washington, D.C. In 1938 Mme Marguerite Mainssonnat Owens (Mrs. E. J.), a native of France, succeeded Mrs. Butler in the French department. Mme Owens held the B.S. degree from the Cours Louis Marin of Paris, the *Certificat Pédagogique* from Paris, and had studied at the Ecole des Hautes Etudes of the Sorbonne; she also held the A.M. degree from Hamline University. For fifteen years Mme Owens gave generously of her fine talents to the entire college

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community. In the estimation of a former student, "Mme Owens' peculiarly French mannerisms and attitudes of reasoning made her one of the most entertaining and provocative personalities on the campus. . . . In a most delightful way she filled her students with a love of great French literature and an abiding appreciation of another culture."¹⁸ Miss Elizabeth Piel, a *cum laude* graduate of the college, holding the A.M. degree from the University of Pittsburgh returned to the college in 1933 as instructor in German. In 1938 she received the Ph.D. degree from the university. A member of the college faculty for fourteen years, Dr. Piel gave her students thorough instruction in the German language and an insight into some of its finest literature. During the years 1936-46 Spanish was taught by Ruth Staples who held the A.B. and A.M. degrees from the University of Pittsburgh. The students recalled Spanish classes with Miss Staples as being always enjoyable as well as educational.

In 1935 there came to the biology department, assisting Mrs. Whiting, two instructors who have given long service to the college—Margaret T. Doult (Mrs. J. Kenneth), who had received the B.S. and M.S. degrees from the University of Pittsburgh and the Ph.D. degree from Michigan State College, and Phyllis L. Cook with the B.S. and M.S. degrees from the University. After a three year absence, 1937-1940, the former Miss Cook returned with a Ph.D. degree from the University of Illinois and with her name changed to that of Mrs. Albert Martin, Jr. Dr. Doult and Dr. Martin, very much alike in their easy manner and forthright approach to the study of biology, have led their students to an understanding of organic life and an awareness and respect for things growing out of doors. After Mrs. Whiting's resignation in 1936 Dr. Doult taught "Eugenics and Euthenics." Upon resigning in 1944, she handed over the course, then renamed "Education Concerning Marriage," to Dr. Martin, who, ever since, has been "quite a guiding light in her philosophy toward marriage and children."¹⁹ Most students would agree with the following comment on Dr. Martin's teaching of the course—"Her wonderful, happy attitude in itself richly supplemented the scientific knowledge she imparted to her wide-eyed innocents about married life."²⁰

In 1936 Earl B. Collins, with the Mus.B. degree from Syracuse University, succeeded Miss Goodell as organist and instructor in organ. Mr. Collins was well known in the city as a music teacher and as organist and choir director of the Bellefield Presbyterian Church. An artist of many talents, during his eight years at the college he contributed liberally to its academic and social life. Lillie B. Held, with the A.B. degree from the Carnegie Institute of Technology and the A.M. degree from Columbia University, also joined the music faculty in 1936. She conducted classes

CHATHAM COLLEGE: *The First Ninety Years*

in theory and music education, and promoted the formation of small music groups on the campus in which students played and sang together for sheer enjoyment. In 1950 Miss Held retired as emeritus associate professor of music. Her many students declared that through her great love for music and for people, her generosity, and her resourcefulness in teaching and counselling, she bestowed upon them a priceless and everlasting legacy. Gertrude N. Ayars (Mrs. Robert D.), was instructor in voice and director of the Glee Club, 1936-49. She held the Mus.B. degree from the Kansas City Conservatory of Music and had studied with Hageman and Gabrielle Chriseman of Nice. Under her direction the Glee Club maintained its tradition of excellence.

One of the high points in the achievements of the music department was the production of Gluck's opera *Orpheus and Eurydice* as arranged for women's voices by W. G. Whittaker in Stephen Foster Memorial Hall in the spring of 1938. The chorus directed by Mrs. Ayars was assisted by students in modern dance directed by Miss Errett. The leading roles were sung by Lucille Werner, a special student, as Orpheus; Sarah Fredericks Marks, '38, as Eurydice; and Elizabeth Jane Duckwall, '39, as Amor.²¹

Honor was reflected upon the music department in February of 1945 when Marion Cohen, a senior honors major in music, having been chosen in auditions by Fritz Reiner, then conductor of the Pittsburgh Symphony, was sponsored by the Pittsburgh Concert Society in a piano recital in Carnegie Music Hall. Miss Cohen, who had studied with Miss Welker for six years, had won the Stephen Foster Memorial first prize offered by ASCAP in a composition contest in 1942, and the Pennsylvania award in the National Federation of Music Clubs' student musician auditions in 1943. Of her concert in Carnegie Music Hall a Pittsburgh critic wrote that she:

"disclosed good training, solid musical accomplishment, and a creditable technical equipment. . . . Miss Cohen's highly successful debut also proved that one can fulfill the requirements of a college course to advantage while pursuing music study pointing to a concert career."²²

One of the first tasks undertaken by the faculty after Dr. Spencer became president was that of revamping the course of study. The matter had been under consideration for some time by the Curriculum Committee of the faculty and that of the students. In his inaugural address the president had said, "There is a natural need for a division of emphasis between the two junior years and the two senior years of college. . . . The ultimate goal of college education should be the creation, in each of its students, of those concepts, attitudes, abilities, and skills which make for the fullest appreciation of the finer things of life and for the greatest service to that

"We Pledge Our Faith In You"

world in which the student finds himself." The two committees, meeting frequently with the president and the dean, evolved a plan which was submitted to the faculty for consideration and finally approved by both faculty and Board of Trustees in the spring of 1936. The plan provided a more precise statement of the educational aims of the college, a differentiation between the work of the freshman and sophomore years or Lower Division and the work of the junior and senior years or Upper Division, a new grouping of departments, and a modification of the requirements for graduation.

The Lower Division was in no sense considered terminal. Its program was designed to provide a broad foundation of intellectual discipline and knowledge which was considered necessary for the student before she embarked upon the more individualized program of the Upper Division. The courses of the curriculum were set up in four groups: arts, foreign languages, sciences, and social studies. Every student of the Lower Division was required to complete year-courses in English composition, a laboratory science, and speech, and two year-courses in physical education, and also to acquire a reading knowledge of a foreign language. In the freshman year a student was required to complete a year-course selected from each of the four groups and one at large, and in the sophomore year a year-course selected from each of three groups and two at large. In the junior and senior years she was required to complete courses designated for the major of her choice and elective courses sufficient to attain credit points requisite for a degree.

In addition to the departmental majors a liberal arts major was introduced which permitted a student not planning to pursue graduate study to select a major comprising related courses from a number of departments. The program of each liberal arts major was subject to the approval of a special faculty committee.²³

The faculty next evolved a plan of honors work for exceptionally good students. Students who proved their ability to do independent and intensive study were privileged, but not required, to enter the program for honors work in the senior year, a program carrying six hours credit each semester, in addition to nine hours of regular course work. A student was selected for the program on the basis of her academic record and the recommendation of a majority of the faculty with whom she had had class work over her first three years. If she decided to enter the program, she then chose the field in which she wished to do intensive study and was assigned to a faculty adviser with whom she would meet in weekly conferences. She would also attend a departmental seminar, or coordinating course, in which subject matter of her department and of related

CHATHAM COLLEGE: *The First Ninety Years*

courses was integrated. As a culmination of her work she was required to write a paper based on her independent study, take an oral examination on the paper, and a comprehensive written examination of four three-hour tests in her major and related courses. Special honors at commencement were awarded on the basis of a student's having fulfilled with distinction the requirements of the special study and the examination.²⁴ Each year from 1941 to 1949 a number of very fine students entered the honors work program. The consensus of both students and members of the faculty involved was that the program was not only beneficial to the honor students but it had a salutary influence upon the general academic atmosphere of the college. Beginning with the class of 1942 general honors at commencement were awarded on the basis of a generally high average grade for four years and passing the same comprehensive written examination that was given to students in the honors program. The honors program was superseded by tutorial studies required of all seniors beginning with the class of 1950.

In April of 1942 the faculty voted to offer the Bachelor of Science degree for a major in chemistry and biology, permitting the students majoring in those departments to choose either the A.B. or the B.S. degree.

A number of new programs were introduced into the curriculum during the period. Yielding to student requests for some secretarial training to use along with their education in the liberal arts, in 1935 the faculty voted to introduce a class in typewriting on a non-credit basis, and later added two year-courses in stenography and a year-course in accounting, each carrying three hours credit per semester. In 1938 Hanna Gunderman came to the college as full-time instructor in secretarial studies. Miss Gunderman had received the A.B. degree from Muskingum College and M.Ed. degree from the University of Pittsburgh. She was an exacting teacher and also one who devoted a full measure of time and effort to her students. As one of them wrote, "She taught us that the world outside was full of business, and dollars, and cents, and prepared us well for that awakening."²⁵ In 1942 Miss Gunderman was made accountant and assistant treasurer of the college and since 1945 she has held the title of bursar. It is in her role in the business office that she is best known to students and parents, faculty and maintenance staff. All persons of the college community are beholden to her not only for the well-ordered business operations by which they benefit but also for her helpful advice and understanding.

In 1939 the college, in cooperation with the Allegheny General Hospital in Pittsburgh, introduced a five-year program in nursing education.

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Students in the program spent their first two years at the college in regular course work, followed each summer by two months' training in the school of nursing at the hospital. They spent the third and fourth years in the school of nursing and the fifth year in course work at the college. Upon completing their work, they were granted the degree of Bachelor of Science in Nursing Education and upon passing State Board Examinations were qualified as registered nurses. The program was discontinued with the graduation of the class of 1958.

A program of home arts and sciences, later called Family Living, was introduced in 1941 and abandoned in 1959. Courses in clothing and textiles, foods and nutrition, and home management and furnishings were organized and the kitchen and serving rooms on the first floor of Mellon Hall equipped for classes. For a number of years the courses in Family Living together with designated courses in biology, economics, psychology, and sociology constituted an inter-departmental major. Since 1944 Janis Stewart, who since her marriage is Mrs. Alfred Greene, had charge of instruction in Family Living. Mrs. Greene holds the B.S. degree from Ohio University and the M.Ed. from the University of Pittsburgh. She has taught her students not only practical lessons in furnishing and operating a home but also something of the fine art of preparing and serving food. As director of interior decoration, Mrs. Greene has performed an invaluable service in supervising the furnishing of the college buildings.

Activities Beyond the Classroom

Though Berry Hall remained the hub of college life as long as it stood, Mellon Hall, almost immediately upon being taken over, became the chief center of social and recreational activities. The homelike atmosphere, so precious in the traditions of the college, characterized life in the new building the same as in the old. The fact that Miss Marks lived in Mellon Hall contributed essentially to the homelike quality of the place. The "Mellon girls" called frequently and many students crossed the campus daily to seek her company in the warmth and cheer of her living room.

It was the opening of Mellon Hall that occasioned the formation of the Faculty Club—more recently called the College Club—which all members of the administrative staff and faculty are invited to join. Though the activities of the club have varied through the years, in general they have followed the original plan. The bowling alley and swimming pool have been reserved one evening each week for the members and their invited guests, and usually two or more dinner parties with special programs have been scheduled each semester.

CHATHAM COLLEGE: *The First Ninety Years*

While the faculty was revamping the educational program, the students were questioning the value of some of their campus activities, experimenting, and introducing innovations. The urge for reorganization is to be noted especially in the management of their publications and their clubs.

In the spring of 1936 S.G.A. set up a Publications Board, composed of the dean of the college, the president and first vice-president of S.G.A., and the editors and faculty advisers of the *Arrow*, *Minor Bird*, and *Pennsylvanian* to select the editors of the publications for the succeeding year and to determine policies. The students had not always been content to keep the *Arrow*, which was founded as a newspaper, strictly such, but from time to time combined literary articles with news. In general the *Arrow* had been a good paper. In the years 1937-39 only about one page in four of each issue was devoted to news. Yet in those years the paper was cited for honors by the All-American Critical Service for college newspapers, receiving the First Class Honor rating in 1938 and All-American Honor rating in 1939.²⁶ The editors of the *Arrow* and the *Minor Bird* received permission from the Publications Board, in the spring of 1939, to combine material submitted for the *Minor Bird* with news items, as an experiment, in the last three issues of the *Arrow* for that year. Accordingly, they brought out three issues of a news magazine, called the *Dart* (or *Minor Arrow*). In the nine years following the *Arrow* appeared as a news magazine, in format similar to the *Sorosis*, which had been discontinued in 1921.

Nine departmental clubs were listed among the student organizations electing officers in May of 1936. Most of them had come into existence for a two-fold purpose—to provide for interests in a field beyond course work and to supply social needs. For some time the Faculty-Student Council had been receiving complaints concerning clubs. An S.G.A. committee was appointed to investigate their operations in 1936-37. No fault was found with the first aim, though the committee felt it could be attained more satisfactorily if each department would offer its majors a seminar.²⁷ Many persons expressed the view that purely social aims could be realized more effectively through the channels of class organizations, S.G.A., YWCA and A.A. (Athletic Association). However, criticism of the clubs was directed not so much against their aims as against the way in which they functioned. There were complaints that they were consuming too much time and accomplishing too little of value, and that membership in some clubs was not exactly voluntary. By 1939-40, a year teeming with national and international problems about which the girls were greatly concerned, it was felt that the clubs were not adequately serving their best interest. In May the out-going and in-coming officers of S.G.A.,

"We Pledge Our Faith In You"

YWCA and A.A. jointly proposed a moratorium of one year for all clubs except the Glee Club and the Instrumental Ensemble, and the formation of a council composed of the dean, the faculty adviser of S.G.A., the newly-elected presidents of the above organizations and the clubs, which should plan all-college activities for the year of the moratorium. The proposal, presented to S.G.A. in the form of a motion, was adopted unanimously.²⁸ The plan of the moratorium left open the possibility of the formation of new interest groups. Students wishing to form such groups were required to submit their purposes, plans for organization, and programs to the council for approval. This council became a regularly constituted organ of S.G.A., known as the Activities Council.

The first organization to come into existence after the moratorium was Hood and Tassel, a senior honorary society organized by eight members of the class of 1941 who had been elected to key positions on the campus for their senior year. Under the leadership of the class adviser Miss Shields, and with the approval of the president and dean of the college who declared them to be charter members of the society, they drew up a constitution and on the basis of leadership, service, scholarship, and character, selected seven members of the Junior class to be tapped on Moving-Up Day for membership in Hood and Tassel. The purpose of the society was to exert an influence for the promotion of qualities of leadership, service, scholarship, and character in the student body, to offer their services individually and as a group where there was need, and to support worth-while movements.²⁹ The ultimate aim of Hood and Tassel was to establish a chapter of Mortar Board on the campus, an aim accomplished in the spring of 1957.

In the thirties and forties the most prevalent interest among the students was in current affairs, especially international relations. The interest was fostered by the International Relations Club, but by no means limited to members of that organization. Since I.R.C. had been functioning quite generally as a club of history majors, it was dissolved by the moratorium and not revived until 1946. Students from foreign lands, sharing in the daily life of the campus, did much to augment the interest in current affairs.

From 1935 to 1939 the YWCA and S.G.A., as well as I.R.C., advocated united action for peace. Students met with representatives of other colleges and universities in the city to protest against war. In large numbers they attended conferences of the Pittsburgh Peace Conference and Pittsburgh Forum in which world affairs and the foreign policy of the United States were discussed. Their interest was not a matter of wishful thinking only. An editorial appearing in the *Arrow* of November 8, 1935,

CHATHAM COLLEGE: *The First Ninety Years*

had reminded them that "Protests and resolutions will never stop cannon balls. . . . If we want to prevent wars in the future it will be our job, when we are active citizens, to eliminate first of all the causes of war." Jarmila Vosyková, a student from Czechoslovakia, expressed the view that peace is not to be gained through political campaigning but by personal contacts such as are accomplished through an international exchange of students.³⁰

When World War II broke out in Europe, the students were somewhat confounded. They had been very much in earnest in their stand for peace. Most of them, while not abandoning their principles, did alter their plans of action and accepted the war as something in which they were involved indirectly. The war made its impact upon the campus very early. An outward sign of its influence was in student attire: blue jeans, shirts, and saddle shoes. The wearing of blue jeans, while permitted rather widely on the campus, was prohibited at dinner, and on Sunday, and off-campus at anytime. Another sign of the changing mode of life was to be seen in the willingness with which all dormitory students cleaned their own rooms and took turns in "waiting tables" and working in the pantry or at the dishwasher. The clicking of knitting needles on all sides was still another sign of the times.

Almost every person on the campus engaged in one or more forms of war relief. Mme Owens, who was president of the *Secours Franco-Américain* in the Pittsburgh district, helped to establish a unit of the organization at the college. Each month the unit sent a shipment of clothing, knitted articles, yarn, and bandages to England for distribution to refugees. In the summer of 1940 faculty and students donated funds to purchase an ambulance which was sent to England, bearing the inscription, "Donated by the Pennsylvania College for Women Committee of the *Secours Franco-Américain*, Pittsburgh, Pennsylvania." The gift was acknowledged by a letter of appreciation from General Charles de Gaulle, commander of the Free French Forces in England.³¹ On the campus were also units of the British War Relief and the Red Cross, whose members were busy rolling bandages and knitting great quantities of socks, sweaters, and helmets. The YWCA sponsored campus campaigns for the World Student Service Fund to aid faculties and students all over the world in continuing their work under most difficult circumstances.

During the war the college was able to provide a program for the training of defense workers. Beginning in January of 1941, evening classes in engineering and science were held in the laboratories and classrooms of Buhl Hall for several hundred men employed during the day in local defense industries and also for unemployed men who were qualified for the classes. Instruction was given by engineers and scientists connected

"We Pledge Our Faith In You"

with industrial plants in the area. The classes were part of the Engineering Science Management Defense Training program of Pennsylvania State College, of which Dr. Spencer had been made the administrative head. In the summer of 1941 Dr. Spencer was made coordinator for all the ESMWT programs in Pennsylvania, held under the auspices of Pennsylvania State College, the University of Pittsburgh, and Carnegie Institute of Technology.

Besides providing room and equipment for the evening classes, in 1943-44 the college used the large art room on the ground floor of the library for training in aeronautics given to a class of fifty women from the Glenn Martin Bomber Plant. The women attended classes eight hours a day, five days in the week, for fifteen weeks. When the first fifty were granted certificates at appropriate exercises in the college chapel and another group had arrived for a second fifteen weeks, an *Arrow* reporter expressed the respect held for them on the campus in the statement: "Yes, it's all out for victory, and here are gals who spell it with a capital 'V'."³² Dr. Spencer had arranged for these defense training programs in a way to benefit both the government and the college. The buildings on the campus were used for actual training for war-time needs. The classes were held in such places and at times that they did not interrupt regular college classes. And the money paid for rent helped to ease the financial strain of the college.³³

The program of Civil Defense, inaugurated in 1941, was one in which every person on the campus had a duty to perform, and one in which, it was believed, the safety of all depended upon the responsible conduct of everyone. All were under command to maintain as good health as possible and to avoid waste, especially waste of food, textiles, and electricity. The first stationary volunteer First Aid Detachment sponsored by the Red Cross of Allegheny County was set up on the campus. Many of the faculty, students, and employees took First Aid training, and a number of students trained as nurses aides. A disaster chest was placed in Buhl Hall, where there was also an emergency switchboard having a direct hook up with the central office of the Bell Telephone. An air-raid siren placed on top of Dilworth Hall completed the college's equipment for Civil Defense.

As a special feature of its wartime services, the college cooperated with the women's organizations of Allegheny County, in sponsoring a two-day forum on "Women and the War" in October of 1942. The forum, held in Soldiers and Sailors Memorial Hall in Oakland, presented lectures by prominent women—among them Judge Sara M. Soffel of the Court of Common Pleas of Allegheny County, Dr. Katharine Lenroot of the Chil-

CHATHAM COLLEGE: *The First Ninety Years*

dren's Bureau of the U. S. Department of Labor, Dr. Muriel Brown of the U. S. Office of Education, and Dr. Lillian M. Gilbreth of the Newark College of Engineering—and symposia by leading men and women of the Pittsburgh area on such topics as "Contributing to the Victory on the Home Front," "The Educated Woman in Wartime," and "Women in Today's War." The speakers emphasized the importance of the role of women in wartime and the very great need for liberally educated college women.

The Seventy-Fifth Anniversary

While the war was still in progress, the college observed the seventy-fifth anniversary of its founding. It had just come through some difficult years, and its fortunes were on the rise. An all-college birthday party seemed in order—once more to think on its beginnings and look to its future. Special guests were invited to honor the occasion and to give counsel.

The last Saturday and Sunday in October, 1944, were set aside for anniversary functions. A convocation of the entire college community and friends was held Saturday morning in Carnegie Music Hall, featuring an academic procession in which representatives of over one hundred colleges and universities marched with trustees, the faculty, and seniors of the college. The major address was given by Dr. Francis Pendleton Gaines, president of Washington and Lee University. Following the convocation, a luncheon at which more than twelve hundred guests were seated was held in the William Penn Hotel. Lady Halifax, wife of the British ambassador to the United States, was guest of honor at the luncheon, and Mrs. John M. Phillips (Harriet Duff, '03), alumna trustee, "American Mother of 1944," was toastmaster. Six women of national importance participated in the luncheon symposium, "Women of Tomorrow." Saturday night an open house was held at the college. On Sunday morning members of the college community attended services at Shadyside Presbyterian Church with which the college of the early years had been closely associated, and where still many of the trustees, faculty, and students held their membership. Sunday evening a vesper service in the college chapel brought the anniversary observance to a close.

In his introductory remarks at the convocation President Spencer expressed the point of view that the anniversary was a time for self-examination. He said, "Good wishes make us, as a college, proud of what we have traditionally done well. At the same time they challenge us to make sharp inquiry into possibilities for making our educational thinking both broader and deeper." Acknowledging the college's indebtedness to the city of Pittsburgh, he added, "We should like to feel that the existence and the continuing prosperity of such a college as Pennsylvania College for

"We Pledge Our Faith In You"

Women has been and will be a contribution to the reputation for liberal thinking of the city which has given it so many kindnesses and so many advantages."³⁴

Dr. Gaines, speaking on the subject, "The New Importance of Liberal Education," expressed the conviction that after the Second World War was won, the hope of the world would depend upon "the quality of its leadership and the quality of response to leadership." He discussed three qualities of leadership: the capacity to comprehend, the force of positive character, and spiritual motivation. These qualities he held it the province of the liberal college to develop. Especially, he said, "Liberal education of the spiritual compulsion promises to exalt faith. . . . It will write its motto upon all the structures of human endeavor, upon the research laboratory, upon the forums of thought, upon the halls of justice."³⁵

In the weeks following, the inspiration received from the addresses and discussions heard at the anniversary celebration moved almost everyone of the college to serious reflection and strong resolution. It had been good to take time for such thought, as Chatham College reached its seventy-fifth birthday.

Before another two months had passed, the college community was shocked and saddened by the announcement that Dr. Spencer had resigned as president of the college to accept the presidency of Bucknell University. He himself informed the faculty and students of the fact at the last chapel exercises before Christmas recess. The announcement was disturbing to everyone, for, as the editor of the *Arrow* wrote, "We realized suddenly that we were losing an excellent administrator and a very dear friend."³⁶ In his letter to the Board of Trustees Dr. Spencer wrote, "I have reached the age where I must now make up my mind to stay at P.C.W. for the rest of my life or leave and take up additional responsibilities. Bucknell University seems to offer just the challenge I need."³⁷ The Trustees received the resignation "with sincerest regret, great appreciation of his outstanding administration of ten years, and expressing best wishes to him in his new field."³⁸ In recognition of his services to the college they conferred upon him the LL.D. degree at the commencement of 1946. The students who were freshmen the year he resigned invited him to deliver their commencement address.

It is difficult to appraise fully the services of Dr. Spencer. Mr. Braun, writing of his presidency, said quite rightly, "These have been ten illustrious years in the history and development of the college."³⁹ Wise management during difficult years, enlargement of the campus, and good public relations are all to be credited to his administration. The influence of his character upon those whom he met in daily contacts on the campus and

CHATHAM COLLEGE: *The First Ninety Years*

in the city—his sincerity, his compassion, his faith—is immeasurable. Before the close of the college year Dr. Spencer selected his successor. As he left Pittsburgh to take up his duties at Bucknell, he was confident the college under its new leadership would go forward to significant achievements.

CHAPTER TWELVE

"Seeking for All That's True"

1945-59

Recent college history has been marked by complex problems, bold planning, and notable progress toward insuring the college's position as a superior liberal arts college for women. When the college opened in September of 1945, World War II had ended. Most college leaders knew that serious considerations faced their institutions, not only of reconverting to peace-time order, but more especially of better planning to meet the needs of the new era. The new president, Paul Russell Anderson,* chosen by Dr. Spencer and enthusiastically elected by the Board of Trustees, was prepared for the challenge.

Though young to become a college president, Dr. Anderson had had extraordinary experience in the field of higher education. He was a graduate of Ohio Wesleyan University and held the Ph.D. degree from Columbia University. He had taught at the American University of Beirut, and at four institutions in this country, the most recent post being that of professor of philosophy and dean at Lawrence College. At the time of his election to the presidency he was on leave of absence from Lawrence serving as consultant to the American Council on Education. He had been a member of the Committee on the Teaching of Philosophy of the American Philosophical Association and a member of the Committee on Post-War Problems of the Presidents and Deans of Wisconsin Colleges. He also had published two books and a number of articles on philosophical and educational subjects. And he was only thirty-seven years old at the time. "It is educational administration that now commands his interest and in which he seems fitted to achieve additional distinction,"¹ the Board of Trustees was told.

Upon coming to Pittsburgh in the summer of 1945, Dr. and Mrs. Anderson and their four-year-old son, Bayard, established their home in Gregg House on Woodland Road, the newly-acquired president's residence given to the college by descendants of Mr. John R. Gregg. Gregg

*See special note p. 236

CHATHAM COLLEGE: *The First Ninety Years*

House is a spacious, beautiful home where each year the Andersons have delightfully entertained members of the college community.

In October, 1945, Dr. Anderson was inducted into office as eleventh president of the college by Mr. Braun, and received the charge from his older brother, Hurst R. Anderson, now president of the American University, to whom the new president referred affectionately as his "conscience." In his address, "Changing Emphasis in Liberal Education," Dr. Anderson stated his conception of what the educational program of a small liberal arts college should be. Affirming that liberal education as an ideal is constant, he said, "Our present need is the self same need of every other generation, namely, for more men and women with a keen awareness of fact, precise and critical judgment, understanding and love of the ideal, and a plentiful supply of courage to do the good, once it is identified." At the same time maintaining that liberal education should vary in its emphasis to meet the exigencies of the changing social order, he said, "In fact, the persistent utility of liberal education is to be found in the variation of its emphasis in terms of social need." He stated the chief problem in planning a liberal course of study to be that of determining upon a common body of knowledge to be required while at the same time individualizing the program to fulfill the unique needs of each person.² In the years that followed, Dr. Anderson led the faculty in developing a curriculum very much in accordance with the principles he stated in his inaugural address.

The New Curriculum

Dr. Anderson had been on the campus but a short time when his extraordinary talent for educational planning was revealed. In his first report to the Board of Trustees concerning the main needs of the college he placed at the top of the list "a coherent academic program which will merit wider recognition and support." The three other needs indicated were related to the first—increased enrollment up to perhaps between five and six hundred students, more adequate buildings, and greater endowment.³ These were his goals for the college. To a remarkable extent they have already been achieved.

Members of the faculty were generally receptive to Dr. Anderson's educational thinking, for since 1943 they had been exploring trends in higher education with a view to revising the curriculum and were tolerant toward the idea of a "core curriculum." The "group system" in operation during the twenties and thirties and the "fields of concentration" associated with the Honors Program of the early forties were steps in that direction. At his first faculty meeting Dr. Anderson asked for the election of six



Paul R. Anderson, president 1945-60



*Arthur E. Braun, president of the Board of Trustees, from the portrait
by Malcolm Purcell*

"Seeking for All That's True"

members to meet with the president and the dean as a committee on curricular planning. Ever since, the Curriculum Committee has been the busiest and one of the most important of the faculty committees. Currently it is composed of nine members, elected for staggered three-year terms.

The year 1945-46 was a year when the campus was alive with discussion on curricular matters. The pattern of what has been called the "new curriculum" came into being that year. The new Curriculum Committee agreed in the beginning to consider a partially required program of studies and, rather than to revise the existing curriculum, proposed to construct a new one. Meeting weekly throughout the year, it advanced sufficiently with its plans to permit the inauguration of the new curriculum with the class which entered in the fall of 1946.

The committee approached its task by trying to determine first what is expected of thinking people in the modern world and then what academic background they should have. The members identified the three major functions of life as civic, personal, and vocational in character. They quickly agreed that liberal education in a democratic country should train the individual for enlightened and responsible citizenship. Defining the personal function as "one which encompasses that range of activities and interests beginning with health and continuing through to the numerous creative arts which enrich the life of the individual," they agreed that liberal education must serve it effectively. In considering the vocational function, they were emphatic in believing that liberal education should provide the individual with wide competence and vocational mobility rather than specialized training.⁴ Assuming the major functions of life to be common to all, the committee concluded that educational goals were the same for all and, accordingly, proceeded to enumerate these in terms of "the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life."

The committee recognized that for the most part the abilities, values, and attitudes which it believed to be so important were to be achieved indirectly rather than directly and as goals of liberal education they were determining as to the tone of the institution and the emphasis in its curriculum. They have since become, in whole or in part, stated objectives of numerous courses.

The committee made progress reports to the faculty from time to time and welcomed suggestions from both the Faculty and the Student Curriculum Committee. It secured acceptance by the faculty of its definition of the goals of liberal education before attempting to translate these into curricular formula. Its next step was to sort out those areas of

CHATHAM COLLEGE: *The First Ninety Years*

knowledge it believed to be basic to a curriculum in a liberal arts college. After agreement had been reached on these and detailed content worked out by those faculty members who would be responsible for teaching the courses, the entire program was submitted to the faculty where it was discussed in several lengthy, even warmly argumentative, meetings before final approval was secured.

The curriculum came to be thought of in two categories, the "basic courses" required of all and the individualized program tailored to the needs of each student. The "basic courses" were at points similar to those being offered elsewhere under the name of general education. However, the program possessed its distinctive features. In the first place it was more comprehensive, covering more areas of knowledge and requiring considerably more time; the program includes more than one-half the total requirements for graduation. It was also a program which stretched out over four years rather than being regarded solely as underclass preparation for advanced work. Furthermore, from the beginning it was designed to emphasize understanding of "essential" knowledge rather than acquaintance with a mass of knowledge. A brief description of the program is necessary in order to convey something of the significance of this new curricular departure.

Knowledge, which leads to and supplements the abilities, values, and attitudes characteristic of the intelligent person, was seen by the committee as divisible into five related areas. These are (1) man as a human organism; (2) the universe he inhabits; (3) his social relationships; (4) his aesthetic achievements; and (5) his attempt to organize his experience. Having essentially thus defined the range of a liberal arts curriculum, the committee quickly came to the conclusion that to be properly educated one must have understanding of the important concepts in each of these areas, and not just haphazard acquaintance with some. This latter had been the weakness of the earlier "distribution" requirement at Chatham and elsewhere.

It was at this point that members of the faculty in the various areas were requested to delineate what was important in their particular areas, not in terms of course credits but in terms of basic knowledge and concepts. Somewhat later, when the various analyses were translated into possible academic units it looked as if an adequate program would command the use of at least three-quarters of the units required for graduation and probably more. This was impractical, even unacceptable, in view of a strong belief in penetration in depth as well as exploration in breadth. Compromise was inevitable and the program of "basic education" was compressed into slightly more than one-half the college

"Seeking for All That's True"

program, still a far more extensive, and hence stronger, general education requirement than was in effect most other places.

The very process followed led to the development of new course patterns in which integration was the foremost consideration rather than to the far easier but less effective method of combining materials from existing courses into new units. In Area I, for example, Human Development and Behavior, concerned with the biological and psychological framework of human life ("from conception to the grave" as some students have referred to it), was almost without precedent in higher education. In Area II, difficult problems were encountered in serving the needs of the non-major and the major student at the same time. At first a two-year sequence was introduced covering the concepts of "Matter and Life" and "Energy and the Cosmos." This has since been abandoned in favor of a one-year requirement, one half being an introductory course in a specific science and the other half a course in the History and Philosophy of Science, taught by members of science and philosophy departments, again a somewhat unique development, particularly as a requirement for all students in the freshman year. In Area III, History of Western Civilization is designed to provide the student with an understanding of the main developments in the rise and spread of western civilization and with experience in thinking historically; Modern Society, to provide a descriptive and analytical approach to principles and problems of modern collective life; and World Issues, to provide an approach to global thinking. The latter was one of the first, and even now one of the few, courses in this area required of students in liberal arts colleges. In Area IV, faculty members in literature, the visual arts, music, drama, and the dance developed a two-year sequence in the arts which, through the use of four historical periods in which the arts have been inter-related, has been imaginative in construction and extremely effective in practice. In Area V, Philosophy of Life, the apex of a curricular pyramid, is designed to provide students with an understanding of values and "an opportunity to engage in significant philosophical and religious thinking;"⁵ this is generally regarded by students to be difficult, even though personally rewarding.

The college program includes also the following more commonly accepted requirements for graduation: composition, effective speech, physical education and, since 1956, a reading knowledge of a foreign language.

From the very beginning, the faculty wanted neither a program which was so formalized that little room was left to serve individual differences nor one so loosely tied together that the common purposes of liberal

CHATHAM COLLEGE: *The First Ninety Years*

education were neglected. The latter was avoided with the development of the basic program, the former by giving equal attention to the individualization of the entire process. This was accomplished first by removing the limit on the number of courses a student could elect in a major field, on the assumption that planned strength at the bottom was far better than arbitrary restrictions at the top. In the second place, a fair but not excessive amount of time was left for electives, the chance to explore on one's own. Third was the introduction of the exemption program, whereby students were permitted, and encouraged, to demonstrate sufficient competence in a given area to justify exemption. Most important of all was the introduction of the tutorial, a six-hour requirement for seniors in their major field, through which students are given experience in self-directed study, analysis, and presentation of conclusions. This differs from the typical "honors" program in that it is required of all students rather than made a privilege for a few.⁶ In the tutorial program each student works independently on a subject of her own choice, but under the guidance of a faculty tutor with whom she meets in weekly conferences. Ultimately she writes an essay based upon the results of her research which she defends orally before a faculty committee of three. Student reaction to the tutorial is sometimes critical in the process because of its considerable demands but it is almost universally commendatory in the end; alumnae surveys have indicated that many students have regarded the tutorial as the most satisfying experience of their college years.

The establishment of the new educational program involved everyone on the faculty, in discussion, planning, coordination, analysis and evaluation. Administrative responsibilities increased greatly, in the direction of both student and faculty consultation. The time had come for the separation of faculty and student responsibilities, and in view of Dean Marks' preference for the latter area in which she had shown such remarkable skill it was decided to appoint a vice-president whose responsibilities would be in the curricular area and in general administrative aid to the president. Dr. Thomas H. Hamilton, then assistant dean of University College of the University of Chicago and now president of the University of the State of New York, held the post from 1948 to 1953 and gave valuable assistance in implementing the curriculum. He also taught one or more classes in political science each year and participated in all aspects of campus life.

As is true of any experimental venture, the new curriculum demanded careful evaluation techniques, both of student achievement and of course effectiveness, and particularly so in view of the adoption of the exemp-

"Seeking for All That's True"

tion principle. This led to the establishment of the Office of Evaluation Service in September 1948 and the appointment as director of Dr. Lily Detchen who came from the University of Chicago. In the early years of the new curriculum much of Dr. Detchen's time was given to assisting faculty members in constructing tests, in administering, and in analyzing them. The office is in charge of the total college testing program from admissions through exemption and course examinations to the final senior comprehensive.⁷ Dr. Detchen has been resourceful in producing research studies which have been invaluable in appraising the college program as well as student achievement.

One important by-product of the revised curriculum was a consolidation of course offerings. Departments as well as the basic curriculum began to have a "new look." Many courses which had hitherto been in the catalogue but seldom offered were eliminated on the principle that if it was possible to decide what was essential for a student's general education it was equally possible to decide what was important in a major program. Furthermore, areas of study which seemed to be extraneous to the major purposes of liberal education were sidetracked and finally abandoned. During the depression years of the 1930's Chatham, along with a host of other institutions, had yielded to the demand for "practical courses" which would prepare students "to make a living." Secretarial Studies, largely on a non-credit basis; Family Living, with a somewhat broader conception of purpose than is normally associated with Home Economics; a five-year Nursing Program in conjunction with Allegheny General Hospital; a partial program in Medical Technology—all were added. The last of these was the first to be abandoned in the post-war years, then the Nursing Program in 1955, and in 1959 Secretarial Studies and Family Living were converted to "service units" available on an extra-curricular basis without credit.

The new curriculum is now firmly imbedded in the life and spirit of the college. Extensive syllabi have been prepared where textbooks have been unavailable, and the experience of developing and teaching courses has led to the writing of textbooks. Dr. Tory Organ, professor of philosophy from 1945 to 1954 edited a selection of philosophical readings entitled *The Examined Life*. Dr. Phyllis Martin, who played a major part in the origin of Human Development and Behavior, and Dr. Elizabeth Lee Vincent who came to Chatham in 1953 from her position as dean of the College of Home Economics at Cornell University particularly because of the opportunity to teach this course, have prepared a two-volume textbook in the area. Dr. Vincent is the author of other successful volumes, most notably *Growth and Development of the Young Child* which she co-

CHATHAM COLLEGE: *The First Ninety Years*

authored with Winifred Rand and Mary E. Sweeny, and *Child Development* which was co-authored with Marian E. Breckenridge. Considerable attention has been called to the curriculum by numerous articles describing its various facets, among which are chapters in the series on general education ably edited by Earl J. McGrath, former United States Commissioner of Education.⁸ The curriculum was regarded by an evaluation team in 1954 headed by Dr. Harry Carman, dean emeritus of Columbia College, as "second to none."⁹

New Dimensions

The progress of the college toward academic excellence was facilitated by a convergence of circumstances. The gift of Andrew Mellon Hall and surrounding grounds in 1940 had removed the barrier which had prevented physical expansion in earlier periods and had led to attempts to move to other sites; it not only provided new physical dimensions but it also lifted the academic sights of the Board of Trustees and of everyone connected with the college. The war years had depleted the faculty rolls and this opened the way for the recruitment of many new people whose appointments could be made in the light of the new curriculum which had been adopted. Expanded enrollment augmented the conviction that the college had reached the point where many of the hopes and dreams of early years might be more fully realized.

The larger student body and the new curriculum, particularly the adoption of the tutorial requirement, necessitated a larger faculty and an unusually competent one. In the past fourteen years the membership of the faculty has been increased until 1958-59 the ratio of faculty to students was approximately one to nine. Deserved recognition for each and every person who has contributed to recent progress becomes impossible under the circumstances. The names of all full-time members of the faculty are listed in Appendix II. It will have to suffice to mention some of the developments involving faculty members which indicate something of the quality, variety, and richness of educational life on the campus.

Science, which for many years had been a strong area of the curriculum, benefited greatly by the construction of the Louise C. Buhl Hall of Science in 1930. The college was accredited by the American Chemical Society in 1948, a time when only a few of the women's colleges were so accredited. Even ten years later only fourteen women's colleges were on the list. In 1949 a student affiliate of the A. C. S. was established. In 1952 Chatham was host to the sixth annual Eastern College Science Conference, at which 450 delegates from 85 colleges were in attendance. Joanne Bridges, '53, was chairman and Dr. Wallace faculty adviser of the con-

"Seeking for All That's True"

ference. The high point of the three-day program was the presentation of student papers, three of which were read by Barbara Firth, '52, Barbara Stephenson, '52, and Louise Sivy, '52, in biology, chemistry, and psychology respectively. The twenty-fifth anniversary of Buhl Hall was celebrated on May 10, 1956 with a public lecture by Nobel prize winner Dr. Harold C. Urey of the University of Chicago, at which event Percy Williams Bridgman of Harvard University, one of the few scientists still alive whose name was engraved in stone on the outside of the building a quarter of a century earlier, was an honored guest. Dr. Urey's address *The Intellectual Revolution* was later published by the college.

Interest in both international and domestic affairs, fostered at the college since the days of Miss Coolidge, has been given special impetus in recent years. President Anderson has helped to promote international mindedness on the campus by his own interest in world affairs. The college was honored in his being selected as one of the American delegates to meet with delegates from twelve other countries at a conference on "The Role of the University in World Affairs" in Mysore, India in the summer of 1950. Early in 1953 President Anderson was chosen by the State Department, along with the presidents of Wellesley and Oberlin, among others, to engage in a good-will lecture tour of India, speaking principally at colleges and universities.

The college accepts several foreign students each year on a scholarship basis, two of which are from French and Spanish-speaking countries as an aid to foreign language instruction. A number of foreign-born scholars have joined the faculty in the past ten years, contributing significantly to the educational outlook of the college.

Dr. Stephen Borsody, Hungarian by birth, European in education and culture, and international in his thinking, came to the college in 1947 as professor of history after resigning from the Hungarian Legation in Washington when a communist-controlled government took over. He is now a citizen of the United States. He brought with him a rich experience as foreign correspondent, lecturer at the University of Budapest, and diplomat.

Dr. Channing Liem was born and reared in Korea and received his higher education in the United States, at Lafayette College and at Princeton University. Before coming to the college in 1949 he had been adviser to the United States Military Government in South Korea and had taught at Princeton. In developing and teaching the course in World Issues and in lecturing and participating in discussion groups outside the classroom, he has played an important role in developing international-mindedness on the campus.

CHATHAM COLLEGE: *The First Ninety Years*

Dr. Edgar Foltin, professor of psychology at the college since 1949, was born and educated in Austria. Before coming to the college, he had taught at the universities of Innsbruck and Prague in Europe and at the College of William and Mary in this country. He had also traveled extensively in Europe and among peoples of primitive culture, gathering a wealth of information concerning human behavior. He has broad interests in the fields of religion and the arts.

Other voices from abroad who have contributed to a broader world outlook on the campus have been Margaret Storm Jameson, British novelist, and her husband, Guy P. Chapman, historian, who served as visiting professors in 1948-49; and Buddhadeva Bose, Bengal poet, who was at Chatham on a Fulbright Grant in 1953-54.

The science conference earlier referred to was but one of a number of intercollegiate conferences held on the campus under student leadership in the 1950's. In the spring of 1952 the International Relations Club, under the presidency of Victoria Li, '52, sponsored a three-day Model Convention at which some fifty students from nearby institutions were in attendance.¹⁰ In November of the same year Chatham was host to a Model United Nations Security Council, involving students from eleven colleges and universities. Nancy Williams, '54, was general chairman of the session.¹¹ In 1955 interest in both international and domestic politics led to the formation of a Forum on Current Affairs held fortnightly under student leadership in the chapel lounge to permit open discussion of public affairs of major significance.

Interest in domestic politics was given a boost in 1952 through a grant by the Maurice and Laura Falk Foundation for the support of a program in practical politics. The Falk Foundation, moved by a study by Dr. and Mrs. Thomas Reed which revealed that college students across the country, with few exceptions, were graduating with little knowledge of our political party system and little or no interest in personal participation, made grants to five institutions including Chatham to encourage student interest in practical politics.¹² Dr. William J. Keefe, a Northwestern Ph.D., who was then teaching at the University of Alabama, came to the college that fall and took charge of the program. All students in the course in Modern Society were required to do field work, and a new course on Political Parties was introduced to provide additional time for analysis, observation, and participation. The program has made possible numerous visits to the campus by political figures ranging from United States senators to local ward chairmen. While the original grant has now expired, the program has been regarded as of sufficient significance to be made a permanent part of the curriculum.

"Seeking for All That's True"

The field of art, always a subject of considerable interest on the campus even without a major program, achieved status as a major subject with the appointment of Charles LeClair in 1946 and of James Storey in 1948. It has gained popular recognition both in terms of its course offerings and in its contribution to the cultural life of the campus. In 1950 a grant from the Wherrett Memorial Fund of The Pittsburgh Foundation established the Wherrett Art Rental Collection through which students may rent reproductions of paintings from various periods and styles for use in their rooms on a semester basis. A subsequent grant from the same fund has made a collection available for use in corridors and lounges. A successful program of exhibits continues throughout the college year, partly supported by the Wherrett Endowment Fund at the college. The last exhibition of the year is a showing of student art, established in 1949, at which awards are made for superior achievement by an outside jury. Testimony to the quality of departmental achievement was the "one-man show" by Frances Venardos, '59, in the spring of 1958. Subsequently two of her paintings were selected for the 1958 opening of the Pittsburgh Plan for Art.¹³ Henry Koerner, well-known artist and illustrator, who was artist-in-residence during 1952-53, was an additional stimulant to artistic achievement.

The value to the college of having creative people on the campus for limited periods of time was further demonstrated through the five-year grant made by The A. W. Mellon Educational and Charitable Trust in support of a project in creative music which brought Roy and Johana Harris to Chatham in 1951 as composer-in-residence and pianist-in-residence, respectively. Mr. Harris' reputation as a composer was world-wide and Mrs. Harris was recognized almost as widely as a concert pianist. Their joint programs and Mrs. Harris' influence through her teaching did much to lift the level of musical understanding and appreciation. Mrs. Harris remained on the faculty until 1959.

Completion of the chapel in 1949 gave emphasis to a long-felt need for a resident chaplain to lead a religious life program on the campus. The development of that program has been largely due to the efforts of Dr. George F. Parker who has been chaplain since 1953. Working with Dr. Parker has been a Religious Life Committee, composed of members of the faculty and students of various faiths. The most important feature of the program is the regular weekly service where week after week in sincere and reasoned talks Dr. Parker has led students to think seriously and intelligently about religious problems. Special services are held in recognition of Christian and Jewish holidays. An annual series of lectures by eminent Jewish, Catholic, and Protestant spokesmen has broadened

CHATHAM COLLEGE: *The First Ninety Years*

horizons of many students. Of inestimable significance are the religious discussions and the religious counselling which take place quietly—unannounced and unrecorded. The religious life program, though newly organized, is in keeping with the tradition of religious emphasis on the campus, which is as old as the college.

The college has always regarded itself as first and foremost a teaching institution, although scholarly production and creative accomplishment have been greatly accelerated on the campus in recent years. In addition to the volumes already mentioned, a significant number of books have been published or are in process. In addition to finishing the fourth edition of *Social Disorganization* (co-authored with F. E. Merrill), Dr. Mabel A. Elliott, professor of sociology since 1947, has produced *Crime in Modern Society* (1952) which has been translated into several foreign languages. Her scholarly contributions won for her a Fulbright professorship at the University of Bonn in 1955-56. Professor J. Cutler Andrews' masterly *The North Reports the Civil War*, 1955, won for him a Fulbright professorship in American History at the University of Helsinki, 1957-58. Dr. Borsody's *The Triumph of Tyranny*, an analysis of the Nazi and Soviet conquest of Central Europe, was published early in 1960. Dr. Henry Bugbee, who was associate professor of philosophy from 1954 to 1957 finished his *Inward Morning*, 1958, while here. *The Hymnal for Colleges and Schools* (1956), jointly sponsored by Yale University and Chatham College, was edited by E. Harold Geer, organist emeritus of Vassar College, while serving as lecturer in music from 1952 to 1954 on a grant from the Pitcairn-Crabbe Foundation.

In the creative arts, Charles LeClair has produced paintings year after year which have brought him distinctive recognition in local, regional and national exhibitions. In twelve years of competition in the annual exhibitions of the Associated Artists of Pittsburgh, he has received eight awards, five of them firsts. In 1957 he was named "Artist of the Year" in Pittsburgh. His works have been hung in the Metropolitan and Whitney Museums in New York and the Corcoran Gallery in Washington among others.

Clifford Taylor, assistant professor of music, has demonstrated considerable talent as a composer. He won an award in the competition celebrating the twenty-fifth anniversary of the National Symphony Orchestra in Washington in 1956; the composition was performed by the National Symphony and later by the Pittsburgh Symphony directed by William Steinberg. He was commissioned by the Pittsburgh Bicentennial Music Committee to write a chorale based on Western Pennsylvania folk songs; this was sung by several hundred high school students in May, 1959. He

"Seeking for All That's True"

is now completing his first symphony. The contribution of Roy and Johana Harris in music will be mentioned later in another connection.

The establishment in 1957 of the Given Professorship, to be awarded for outstanding faculty achievement, and The Buhl Endowment for the Humanities, which provides an accomplishment award each year as well as funds for creative endeavor, have been added incentives for productive scholarship. The Mary Helen Marks Visiting Professorship, established in the same year by Mrs. Robert D. Campbell, in honor of the esteemed dean emeritus, makes possible additional faculty and student stimulation each year. The first person to hold this professorship was Dr. Harold St. John, noted botanist, in the year 1958-59.

The new curriculum and the enlarged and strengthened faculty elevated standards. When the curriculum was first adopted some misgiving was expressed that this would involve a "watering down" of the college's academic offerings. It was found rather quickly that the exact opposite was the case and that much greater care had to be given to the process of admission. This led to the requirement of the Scholastic Aptitude Test of the College Entrance Examination Board in 1957 and of three Achievement Tests of the CEEB in 1958. In recent years, the average Chatham freshman has been in the upper-third of women students taking the full battery of College Board tests.

Dean Marks had not only initiated Dr. and Mrs. Anderson into the traditions of the college but for seven more years continued to be a resourceful administrator and wise counsellor. During this period she was aided in her task by the appointment of an assistant dean. When she retired in 1952 after 37 years of service to the college, trustees, faculty, and alumnae joined in expressions of appreciation of her unparalleled contribution to the college.

In searching for a person to fill the office of the dean, President Anderson pointed out to the trustees that "the contribution Dean Marks had made both on and off the campus was of such significance as to be difficult to repeat, and that a successor should be chosen who would make a unique contribution of her own."¹⁴ That was precisely what was done. Dr. Lucile Allen, whom the trustees appointed dean of the college in 1952, was nationally recognized as a leader in the field of educational personnel. She held the A.B. degree from Trinity University, the A.M. from Southern Methodist University, and the Ed.D. from Columbia. Prior to coming to the college she was professor of personnel administration in the Graduate School and dean of women at Cornell University. She had served as college consultant in personnel administration and as a member of the Committee on Personnel and Guidance of the

CHATHAM COLLEGE: *The First Ninety Years*

American Council on Education. She was also a member of the Board of Trustees of the Woman's Foundation and program chairman of the National Conference of Women in the Defense Decade. She had contributed to a number of publications in the field of mental hygiene, personnel problems, and women's education.

It was because she looked upon the college as a place where she could work out a program in accordance with her tenets that Miss Allen accepted the invitation to become its dean.¹⁵ A number of years earlier she had visited the campus as a consultant in personnel administration. After spending several days observing campus life and interviewing students and faculty as well as members of the administration, she referred to Chatham as "the most thoroughly alive college" she had seen.¹⁶ When Dr. Hamilton left in 1953 she assumed additional responsibilities relative to the curriculum and the faculty, for she too believed that all other aspects of the program must be made secondary to the pursuit of academic excellence. With her acceptance of academic responsibilities no direct replacement was made for Dr. Hamilton but instead a new general administrative position, first called assistant to the president and since entitled secretary of the college, was established to aid the president in the administration of the varied tasks which had accrued to this office.

The Co-Curriculum Evolves

Emphasis which the faculty made on the development of attitudes, abilities, and values along with knowledge in the philosophy underlying the new curriculum brought new, but not undue, attention to the facets of campus life which might further the objectives which had been set. This whole area quickly became referred to as the "co-curriculum" with a view to dove-tailing these activities and interests with the purposes of the curriculum. This was not an easy task, but efforts in this direction have been attended with considerable, even though not complete, success.

The Student Government Association had had a long and enviable record of accomplishment through the years in the responsible management of student affairs. In its constitution was provision for a Faculty-Student Council which met periodically to discuss campus problems of common interest but without authority to take action. After considerable discussion among faculty and students in the late 1940's an attempt was made to define the areas where either faculty or student authority should prevail and also the area where common responsibility was involved. The outcome of this was the establishment of "Community Government" in 1952 which was intended to provide legal basis for joint action by faculty and students. It involved "Community" meetings at least two times a

"Seeking for All That's True"

year for the resolution of problems of common concern and the establishment of several faculty-student committees. However good in conception, the system proved to be unwieldy and was floundering in 1952 when Dean Allen arrived on the scene. Reconsideration of the entire structure of "Community Government" led to its abandonment in 1956, and in its place a more streamlined Student Government Association was re-established. An increased student body had made it impractical to conduct business in assemblies attended by the entire student body. Consequently a system of representative government was instituted. A legislature, composed of representatives from each of the classes, from the dormitory and day student groups, the officers of the Student Government Association and a faculty advisor, was constituted to formulate policies and regulations. The Executive Board of the S. G. A., composed of the elected officers, the presidents of Honor Board, House Board, Day Student Board, and Social Board and the speaker of the legislature, was given greater responsibility than former S. G. A. Board had. The Executive Board exercises administrative powers, recommends measures to the legislature and serves as a liaison between the students and the faculty and administration. The S. G. A. Assembly, vested with powers of initiative and referendum, still remains the ultimate authority. By increasing effectiveness of student government without diminishing basic individual student responsibility, the changes have helped to promote a sense of solidarity.

Apart from the structural changes, the discussions which took place not only clarified the relationships of academic and other responsibilities but gave students an increased appreciation of their mutually supporting benefits. The Honor System, a solid tradition in academic matters, has been extended to include out-of-class responsibilities. Committees such as the Student Curriculum Committee, the Religious Life Committee as well as the Assembly Board have acquired new importance and relevance. The fine quality of student leadership was recognized by the installation of a chapter of Mortar Board, national honorary society, to succeed Hood and Tassel in 1957.

A Student Leadership Training Program, started on a modest basis in 1950, was greatly expanded and improved under Dean Allen's influence. Though the program functions throughout the year, its main events are the workshops of the spring and fall. In May weekly sessions are held at which the newly-elected officers of student organizations meet with the dean and assistant deans, faculty advisers, and seasoned officers to evaluate the work of their organization during the past year, discuss problems, and plan programs for the coming year. Before the opening of college in September several days are set aside for a workshop when mem-

CHATHAM COLLEGE: *The First Ninety Years*

bers of the administration, faculty, trustees, and alumnae are invited to meet with student leaders for an exchange of views. In the Freshman Orientation Program which follows the workshop, student leaders share responsibilities with the deans and faculty advisers. It is a tribute to Dean Allen's efforts in this activity that she was invited to assist in establishing similar programs at other institutions and that in 1953 she was chosen national adviser to the National Students Association.

Dean Allen labored persistently to maintain a well-ordered way of life on the campus. Affirming that "only the disciplined are free," she appealed to the students to exercise self-discipline in both intellectual and social pursuits.¹⁷ Along with her responsibilities on the campus she carried tidings of the college far and wide through her numerous offices of national scope, such as the presidency of the National Association of Deans of Women, 1952-54, and membership on the National Commission for the Education of Women of the American Council on Education. She visited alumnae groups from New York to California to acquaint them with recent developments at the college. Her retirement in 1959 for family reasons was a great loss to the college. In appreciation of Dean Allen's services, the Board of Trustees conferred upon her the LL.D. degree at the commencement exercises.

Activities in drama are indicative of the way in which curricular and co-curricular interests have been coordinated. Since 1948 the traditional May Day pageants have been supplanted by the annual Arts Course production. The last May Day festival was that of 1947, an Elizabethan pageant written and directed by Dr. Phyllis Marschall (Mrs. Robert D.) Ferguson, professor of drama. It was a gay, colorful spectacle held in connection with a fair where hand-made articles were sold in quaint booths characteristic of the period. The fair netted fifteen hundred dollars which was contributed to the Alumnae Building Fund. These celebrations would probably have gone out of existence even without the impact of the Arts Course because they were time-consuming and student interest had waned. The Arts Course productions involved fewer people and served a more clearly academic purpose. They have been designed to cover in a four-year sequence plays representative of the periods covered in the Arts Course. The first sequence included Sophocles' *Antigone*, Shakespeare's *Tempest*, John Gay's *Beggar's Opera* and Elmer Rice's *Street Scene*. Faculty from the Arts Course as well as students have participated in direction, design, choral instruction, and even as performers.

The production of *Faust* in March of 1959 by the German and drama departments was in celebration of the bicentennial of the birth of Goethe. It was the first time *Faust* had been presented in the original by a women's

"Seeking for All That's True"

college and the first time presented by an all female cast. All performers were enlisted from classes in German literature under Arthur L. Davis, professor of German, whose leadership in the development of language instruction has equalled his superior management of the library.

Dramatic events, long a favorite source of enjoyment in co-curricular activities, suffered a severe loss when the stage and auditorium in Dilworth Hall were demolished with the rest of the structure in 1952 to make room for other buildings. Nevertheless, play production has gone on. The chapel is occasionally used, the chapel lounge and the gymnasium have been adapted to theatre-in-the-round, and even the swimming pool has seen service as in the case of Aristophanes' *Frogs*, directed by Mr. Jerome Wenneker. Studio 49, a student organization, has served to uncover talent, and the direction of Mrs. Ferguson, Mildred (Mrs. Jacob A.) Evanson, and Mr. Wenneker has been outstanding. Arnold Moss, Broadway actor, who performed in two plays along with students helped to stimulate a high quality of production.

The close relationship between the curriculum and dramatic productions has been paralleled through the tutorial, particularly in the social studies, where students become involved in analysis requiring exploration and observation of political and social life in the City of Pittsburgh, and in art where students relate academic materials to concrete events. Thus the conventional chasm between study and life, both on and off the campus, has been at least partially bridged.

Cornerstones

Dr. Samuel Martin's vision of the college of the future, as he described it in 1904,¹⁸ was not realized until the rapid expansion of physical facilities fifty years later. The erection of Woodland Hall and the president's house, which is now a dormitory called Lindsay Hall, was but the beginning of a building program cut short by the untimely death of Dr. Lindsay in 1914. Dr. Acheson's fond dream of a country campus was never given serious support.¹⁹ The forward moving building program begun in 1929 which produced the first extension to Woodland Hall, a power plant which is now used as a maintenance building, Buhl Hall, and the Laughlin Library, had included plans for at least two more buildings when the depression halted it. Efforts to resume building in the late thirties were interrupted by World War II. The college was tided over the war years by the Mellon and Fickes properties acquired in 1940 and 1943. With the acquisition of the Rea and McCargo properties and the houses and grounds on Murray Hill Avenue the campus has been extended to its present area, twenty-seven acres of beautiful rolling country in the midst

CHATHAM COLLEGE: *The First Ninety Years*

of a metropolitan center. It now includes twenty-eight buildings. The total book value of buildings and grounds is now in advance of five and one-half million dollars.

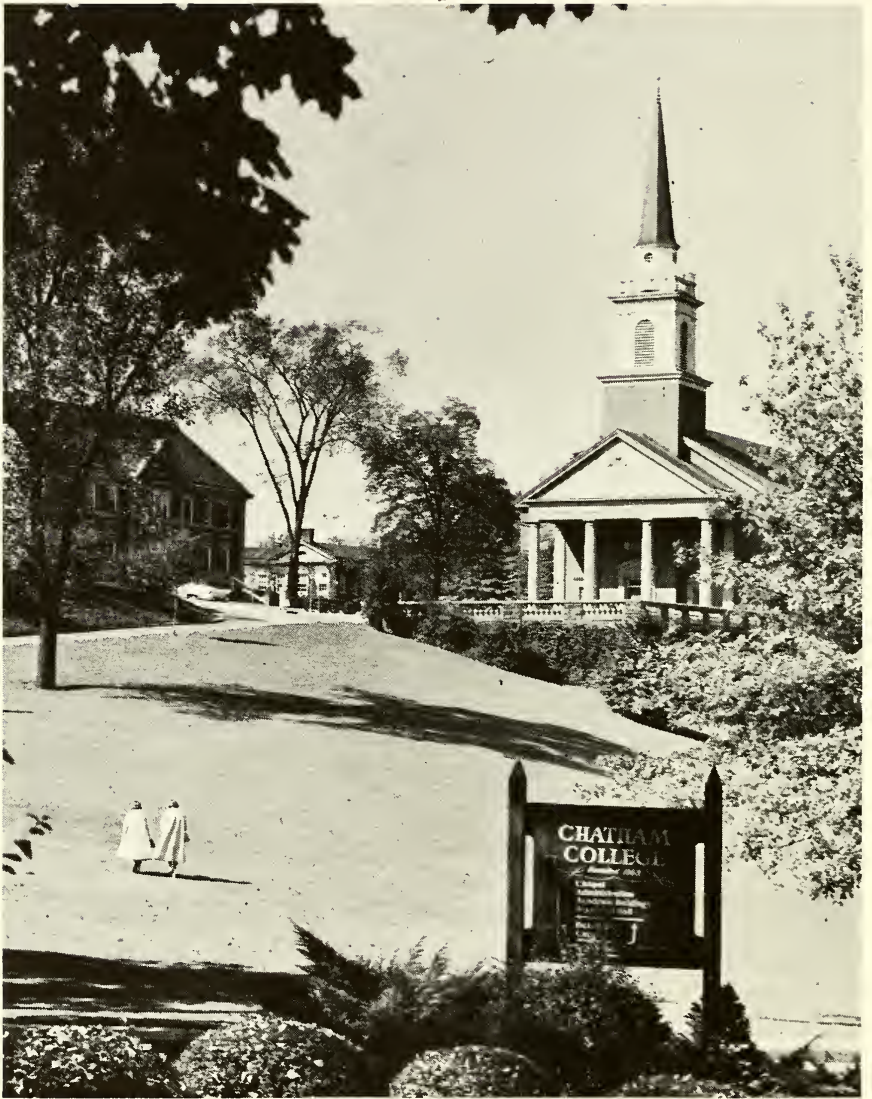
After the war there was a decided trend toward resident living necessitating the acquisition of additional facilities. In 1946 Fickes Hall was enlarged by the construction of a three-story structure joining the original home and the carriage house, still retaining the original charm of the social rooms. The new structure provided dormitory space for over one-hundred students and modern dining facilities where breakfast is served for the residents of Fickes and Beatty. Another adjoining residence, that of the late William H. Rea, who for many years had been on the Board of Trustees, was acquired in 1948 and remodelled to house nearly forty students. It was named Beatty Hall in honor of the Reverend William Trimble Beatty, one of the founders of the college. In 1950, a good neighbor, M. L. Benedum, leased to the college the large frame house set back amid tall trees at the Fifth Avenue entrance to Woodland Road, now called Gateway House. Attractive in authentic early American furnishings, it currently serves as a guest house. In the same year, the Alumnae Dining Hall, made possible by gifts from alumnae and others, was constructed as an addition to Woodland Hall, making possible the enlargement and modernization of the kitchen, and other renovations in the building. In 1952 a further addition of three floors of dormitory rooms was completed, establishing a U-shaped building, providing rooms for over one hundred and thirty students and dining facilities for the entire college. In 1959, a new dormitory, housing sixty-six students and including two apartments for faculty members, was completed on the hillside opposite Andrew Mellon Hall. Named Dilworth Hall, it restores a name long honored in the college's history to the campus. With these additional facilities the college now houses nearly four hundred students. The ratio of resident to day students is now four to one.

Housing for faculty has also been an important development since 1947 with the acquisition of eight more houses adjoining the campus on Murray Hill Avenue, making it possible for an increasing percentage of the faculty to participate more readily in the total life of the campus.

The urgency for additional housing was accompanied by an equal urgency for the construction of academic buildings, partly to replace antiquated structures, partly to meet the demands of an increased enrollment and an improved academic program. This posed significant issues for the Board of Trustees to resolve. Not only were the trustees determined that liberal arts education should be the primary concern of the college as it always had been, they were equally firm in their belief that the college



*William Pitt, first Earl of Chatham,
from the portrait by William Hoare*



Chatham College today

"Seeking for All That's True"

should remain small. In 1947 they set a top limit of six hundred students, and this total was to be achieved only as facilities would permit. Favored by an unusually attractive site the board decided to prepare a long-range plan for campus development and thus to avoid serious errors of judgment. Accordingly Frederick Law Olmstead of Brookline, Massachusetts, known for his imaginative planning in Washington, D. C. and elsewhere, was commissioned to submit a master plan. The plan was adopted enthusiastically and subsequent construction has followed the plan with only minor variations.

An extensive building program was inaugurated with ground-breaking for a new chapel on matriculation day, 1948. Anonymous gifts totalling almost \$500,000 had made the chapel possible, thus bringing to a realization a cherished dream of many persons.²⁰ A sealed letter from the donors to future students of the college was placed in the cornerstone of the chapel which was laid in February, 1949.²¹

This event was particularly memorable because of the presence and address of a frail little woman, Mrs. Charles H. Spencer, whose long-time devotion to the college is a factor in its very existence today. As alumna and trustee, whose memory of the college reached back seventy years to her student days, whose determination and affection had resolved many a thorny issue through the years, and whose Christian demeanor had been an inspiration to many college generations, her life symbolized what the chapel was to stand for in the college tradition. Participation in this ceremony was her last official act on the campus. Her funeral services were held on the day the chapel was dedicated in May 1950.

The chapel, built of red brick in the Georgian style to harmonize with the newer buildings on the campus and to set the standard for those which were to follow, is situated on the brow of a hill overlooking the center of the campus and Woodland Road. It fronts to the south with a wide portico covered by a gabled roof supported by four limestone columns. A white steeple rises above the building. The auditorium seats 825. The pews, choir stalls, pulpit and lectern are white with natural wood trim. On the lower floor is a small meditation chapel, a commodious lounge with adjoining kitchenette, offices, and a choir robing room.

An important part of the chapel is the four manual Möller organ designed by Russell G. Wichmann, professor of music, who also serves as organist at Shadyside Presbyterian Church and is director of the Mendelssohn Choir. The organ contains nearly 5,000 pipes grouped in seven divisions, each of which is a complete organ in itself. The tonal design incorporates classical and romantic designs of organ construction, making the instrument exceedingly flexible. Carillonic bells, operated from either

CHATHAM COLLEGE: *The First Ninety Years*

the console or a separate keyboard, have come to have significance in the area surrounding the college where they toll each evening before dinner.

While the chapel was rising, anonymous gifts were coming in for a new physical education building, also-essential before demolition of older structures could be started. At the opening of college in 1952 this attractive building, quite a departure in appearance from most gymnasiums, was opened for use. It is located on the old McCargo property, which had been acquired by the college in 1948. A hockey field, an archery range, and the lodge (reconstructed from the McCargo garage) had been constructed before the building.

The calendar years 1952 and 1953 witnessed demolition and construction simultaneously. In the summer of 1952, while the physical education building was being finished, the original Dilworth Hall, the first extension to Berry Hall, and the old gymnasium and music hall, all regarded as fire hazards, were demolished to make room for modern replacements. A part of the original Berry Hall, standing in the midst of apparent chaos, served for one more year for administrative offices, and in 1953 was taken down. The fiftieth anniversary class that year, led by Mrs. John M. Phillips, anxious to preserve something of the college building they had known so well, made provision for the refinishing and installation of two of the doors of the great hall in the Browsing Room of Laughlin Library, had newel posts of the grand staircase made into lecterns and balusters made into gavels. While demolition was in process, construction had started on a new home for the dean at the foot of the hill below the chapel on Woodland Road, named in honor of Mary Acheson Spencer. In this delightful residence Dean Allen established a tone of cordial hospitality.

Construction followed so fast upon the heels of the razing of old buildings that by Thanksgiving of 1953 three new adjoining buildings in the accepted Georgian style of architecture were ready for occupancy on the same site. These buildings, the Arthur E. Braun Hall of Administration, the Laura Falk Hall of Social Studies and the Cora Helen Coolidge Hall of Humanities, together with the chapel, the James Laughlin Memorial Library, and the Louise C. Buhl Hall of Science form a quadrangle, the educational center of the campus.

The names of the new buildings are significant. Mr. Braun, for whom the Hall of Administration was named, had been a member of the Board of Trustees for over thirty years, and chairman of the board during all but the first of those years. In providing leadership for the college in difficult years as well as in years of good fortune, he has displayed outstanding humaneness, wisdom, and generosity; and these won for him

"Seeking for All That's True"

esteem and affection. He had contributed the funds for the new Administration Building quietly, as was his practice. In naming the building, the trustees recorded, "Mr. Braun's confidential gifts to the new building are merely the most recent of his benefactions to the college. . . . The use of any other name would seem out of place."²²

The Buhl Foundation made a grant of \$350,000 for the Hall of Humanities, which the board named in memory of Cora Helen Coolidge, dean of the college from 1906 to 1917 and president from 1922 to 1933, thus expressing visible and lasting gratitude for the unparalleled services of Miss Coolidge, and thereby fulfilling its earlier promise to the alumnae to erect a building in honor of Miss Coolidge.²³ The Maurice and Laura Falk Foundation provided \$350,000 for the Hall of Social Studies, in line with its long-time interest in those areas. The building was named in memory of Laura Falk, who herself had given so much to social welfare.

Braun Hall included new and attractive administrative offices, offices for student organizations, and a modern air-conditioned snack bar and bookstore. The new academic buildings were a boon as far as intellectual atmosphere is concerned. Classrooms of varying size, seminar and conference rooms for small groups, listening rooms, and completely equipped individual offices for members of the faculty were instructional facilities long hoped for and now happily enjoyed.

The new dormitory, Dilworth Hall, mentioned earlier, honors the memory of Joseph Dilworth, one of the founders whose name was borne by one of the first buildings and by the preparatory school until 1917.

The new physical outlook of the college became a reality because individuals and foundations had faith in the strength of its academic program. The new buildings are a monument to the genius of the architect, Mr. Charles Ingham; to the high standards of the chairman of the Building and Grounds Committee, Dr. Charles F. Lewis; and to the imaginative educational planning and energetic activities of President Anderson. One more major educational building remains to be constructed, a fine arts building to provide modern facilities for drama and the visual arts. Dr. Acheson, so bent upon gaining a new site for the college in the second decade of this century, had never considered, and probably could not have foreseen then, the possibility of expansion on Woodland Road and Murray Hill Avenue. Though it is impossible to imagine what the college might be like today if Dr. Acheson's hopes had materialized, what was regarded then as the college's weakness is today a source of great strength, the possession of a beautiful campus with a country setting in a big city. Few institutions have comparable advantage.

CHATHAM COLLEGE: *The First Ninety Years*

Basic Strength

Dr. Anderson has asserted more than once that "Buildings do not make a college great—they merely make greatness possible. They are not learning, though they do encourage it."²⁴ Even more important as an index of institutional strength is an adequate endowment. The lack of it had plagued every president. Miss DeVore felt it keenly as she worked for improvement of the academic program. The amount raised in 1905, significant as it was, sufficed only to give the college "a new lease on life." The relative success of the campaign for endowment in 1925 started the college on the forward movement of the late twenties, but more was needed to accelerate the pace. In his first report to the trustees, President Anderson had included increased endowment along with attention to the curriculum and more adequate buildings as the most urgent needs, and he worked for all three. The development of a carefully designed educational program seemed to breed confidence. As a result, the college received a number of fine contributions for endowment, among them two large gifts, one in 1946 and the other in 1950 totaling one and a half million dollars, from The A. W. Mellon Educational and Charitable Trust, given "in support of the well conceived curriculum revisions which the college has pioneered in, in its post-war liberal arts program." These gifts at the time were important, but it became more apparent with each passing year that a college which was seeking a position of national importance would have to plan boldly and confidently on a long-term basis.

The trustees, therefore, authorized a series of studies by outside authorities in 1953-54. The first was concerned with the curriculum and general college policy; this survey team headed by Harry Carman recommended strongly that the college continue to plan along the lines of the existing program since it was already superior, but called attention to the need for greatly increased faculty salaries to attract the calibre of person which the curriculum demanded. The study of administrative procedures concluded that the college was soundly managed. The survey of public relations revealed that the college was not well-known outside of the immediate area and urged consideration of a change in name as one, among other, desirable policies. The analysis of fund-raising potential indicated the college could and ought to engage in a major effort to increase its resources by \$12,000,000 by 1969, its centennial year. In due course, the trustees approved most of the recommendations and announced the Development Program in November, 1955. Once again the officers of The A. W. Mellon Educational and Charitable Trust responded magnificently. The president of the trust wrote to President Anderson:

"Seeking for All That's True"

While Chatham's fine potential as a nationally outstanding liberal arts institution is clearly visible, neither imagination nor determination will alone suffice to attain this goal. At the heart of the problem is the need for substantially increased endowment with which to meet the inescapable requirements of a top-ranking institution. These are: salaries which will continuously attract and hold a superior faculty; scholarships to assure that no desirable student is turned away; and steadily increasing services by the college to its community.

The officers of the trust agreed to match gifts from other sources to the amount of \$3,500,000, at the same time stating, "By this means the trustees recognize the significance of the important educational road you have chosen to travel, and we wish you well on your journey."²⁵ At the conclusion of the period set for raising the money (June, 1957), contributions together with the matching grant amounted to almost \$4,500,000. This increased the total endowment of the college to over seven million dollars or approximately \$15,000 per student. It was encouraging to note that, in addition to the Mellon trust, 1,458 individuals, including alumnae, twenty-three foundations, and fifty-five corporations had contributed to the fund. President Anderson, while speaking in appreciation of the gifts, added, "We are building not for bigness but for qualitative greatness. The need we saw when we embarked on our Development Program is clearer than ever today."²⁶ The endowment had increased many times since the war, and yet even the latest figure was only half what was thought to be needed in view of the trustees' ambition for the college, for having once been activated by a new vision they are unwilling to stop short of the goal.

The Board of Trustees has both generously supported the college and wisely guided its fortunes during recent years of high achievement. Most of the officers of the board have been mentioned in earlier connections. Mr. Braun, the revered chairman, was made a Doctor of Laws by his fellow trustees in 1956 "in recognition of his distinguished civic leadership." Mr. Lockhart and Mr. Harbison are vice-chairmen and Mrs. Murdoch (Aimee L. Beringer, '93) secretary, and John G. Frazer, Jr., assistant secretary, Mr. Blackburn, Mrs. Campbell, and Mr. Lewis were members of the board prior to 1945. Members elected up to 1959 in addition to Mr. Frazer are Mrs. James A. Bell (Mary Louise Succop '29), Miss Mabel Gillespie, A. Douglas Hannah, Mrs. Clifford S. Heinz, Richard McL. Hillman, Edwin Hodge, Jr. and Hugh D. MacBain. The college has awarded LL.D. degrees to Mrs. Campbell (1955), Miss Gillespie (1955), and Charles F. Lewis (1959), not only for their dedication to the college but also for their civic contributions. In 1956 the board revised the charter and by-laws making the membership of the

CHATHAM COLLEGE: *The First Ninety Years*

board a flexible figure from 21 to 40. Nothing was done, however, to augment the board until in 1959 when seven new members were added: Dr. Clifford E. Barbour, Mrs. Paul G. Benedum, Richard D. Edwards, Thomas J. Hilliard, Jr., Francis B. Nimick, Jr., Joseph T. Owens, and S. Murray Rust, Jr. In 1955 alumnae representation was increased to three. Alumnae trustees in recent years have been Mrs. John M. Phillips, (Harriet T. Duff, '03), 1943-46; Mrs. Frank B. Fairbanks (Helen G. Horix, '20), 1946-49; Mrs. Albert S. F. Keister (Ethel Mae Williams, '14), 1949-52; Miss Catherine Sayers, '26, 1952-55; Miss Edna M. Reitz, '11, 1955-58; Mrs. Marshall S. Luthringer (Martha Glandon, '24), 1956-59, who was elected a regular member of the board in 1959; Mrs. Earle A. Brown (Louise Graham, '25), 1957-60; Mrs. George C. Randall (Virginia Ray, '28), 1958-61; and Mrs. James D. Harlan (Nora Lewis, '28), 1959-62. The Board of Trustees at Chatham is a "working" board. It meets three times yearly and committees serve on its behalf between meetings. The fact that the board has consisted largely of Pittsburgh people has made this possible. Members have been broadly representative of business, professional, and family interests in the city and their influence is considerable.

The College Serves the Community

The Pittsburgh Renaissance, which assumed substantial proportions in the post-war years, was early directed toward smoke control and other physical improvements. The spirit of awakening was contagious, however, and one of the cultural areas where ferment early took place was in music. Questions arose as to what part Chatham might play in such a resurgence in view of its reputation in the field dating from the late nineteenth century. This led to the establishment of a Music Council under the leadership of Mrs. Keister and composed of representative Pittsburgh people concerned with musical life.²⁷ Recommendations of the council led to a series of developments.

In the field of composition, to stimulate and encourage young composers, a Composer's Clinic was established in 1948-50 under the direction of Dr. T. Carl Whitmer who was called back to the college as resident composer and lecturer in music for this purpose. The clinic attracted attention from young people anxious to get started to professionals, all of whom sought to compose in the modern idiom.²⁸

Discussion revealed that instrumentalists were rare and younger people preparing to enter the field all too few. To meet this need, and to do so through the use of group instruction and a direct approach to musical education, the Laboratory School of Music was established in 1949 under the direction of Mihail Stolarevsky, a member of the Pittsburgh Sym-

"Seeking for All That's True"

phony and lecturer in music at the college. Since 1957 a summer Music Day Camp has augmented the program of the laboratory school. The response has been such that for the camp alone the rolls are closed at around three-hundred students long in advance of its opening. The faculty for these projects has been largely drawn from the membership of the Pittsburgh Symphony.

To provide training for talented singers interested in the opera, an Opera Workshop was also established, sessions being conducted in the evenings during the winter and for a month on the campus in the summer. This was one of the first such workshops in the country, but as they became more numerous emphasis at Chatham shifted in 1956 to a Leadership Training Workshop for young conductors and stage directors under the direction of Boris Goldovsky.

The team of Roy and Johana Harris contributed a fresh approach and results of high quality. The program "Master Keys," presented weekly over radio station WWSW, over more than one hundred stations of the National Association of Educational Broadcasters, and in Europe through the "Voice of America," was well-received, as were Mrs. Harris' programs over WQED, Pittsburgh's Educational Television station. Mr. Harris served as executive director of the Pittsburgh International Festival of Contemporary Music held in Carnegie Music Hall in November, 1952, and jointly sponsored by Carnegie Institute and the college. The festival which lasted for one week, presented works in various media by the outstanding composers of the previous quarter century selected by an international jury.²⁹ The music was recorded in a library of twenty records, sets of which were distributed to four hundred educational institutions.³⁰ Mr. Harris was a provocative influence and Mrs. Harris, with gracious generosity of time and talent not only instructed the able young musicians but made a lasting impression for her superior performances on and off the campus.

The establishment of WQED as one of the first educational television stations led the college to see in this medium an opportunity to extend the benefits of liberal arts education to a larger, even if undefined, audience. The first move in this direction was the series "New Concepts" in 1955-56, a discussion of issues and ideas of current significance. For the following three years, with a Ford Foundation grant of \$37,500 for the released time of faculty, Chatham experimented with a program of non-credit courses in a variety of patterns, ranging from straight lecture to class discussion with students, from 7 to 28 weeks in length, and either with or without syllabi. While variable results in terms of preferred methods

CHATHAM COLLEGE: *The First Ninety Years*

of instruction or even numbers involved are a bit nebulous, "fan mail" suggested an important purpose was served.

Chatham's program of public events had attracted increasing attention through the years. Leading figures in various areas are brought to the campus for lectures and visitations of two or more days. As examples, Chatham cooperated with WQED in the formal opening of Martha Graham's television interpretation of Aaron Copland's *Appalachian Spring* in January of 1959; for the Pittsburgh Bicentennial the college opened an unusual exhibition of Arts and Letters entitled "Salute to William Pitt" in November, 1958, and a series of public lectures on "Imperialism, Colonialism, and Self-Determination" in April and May, 1959, with Barbara Ward, Thomas Whitney, Robert Strausz-Hupé, and Charles Malik as speakers.

Chatham on the National Scene

Chatham College, which up until World War II had served a more or less regional clientele, now draws faculty and students from many states and foreign countries—testimony to its growing national, and even international, recognition as a superior liberal arts college.

Inconsistent with this standing was the provincial implication of the name which the college had borne since 1890. When one of the survey teams recommended in 1954 that the name be changed it did so because its members felt "Pennsylvania College for Women" suggested regional, if not local, interests and it also implied at this point of time tax support. It also argued that immediate action to this end would be in the best long-range interest of the college.

Name changing was not an unfamiliar topic at the college. Discussion had taken place as early as 1890 when the original name, Pennsylvania Female College, was deemed no longer suitable. At that time students had taken the initiative in bringing about a change to Pennsylvania College for Women. In the fall of 1927 members of the junior class laid plans to change the name again and devoted a whole issue of the college newspaper to the subject. Miss Coolidge quickly vetoed the proposal because she did not approve of the methods used, even though she was not opposed to the thought of changing the name.³¹ Miss Jobson and a committee of trustees in 1931, formulating plans for a campaign, included in their proposals the possibility of a name change.³² In 1955 trustees led in further consideration of the possibility but not without consultation. The entire alumnae body was solicited for opinions. Two thirds of those who responded voted for a change. With alumnae and faculty backing and with a list of two hundred names proposed, the trustees then

"Seeking for All That's True"

applied the criteria of shortness, attractiveness and historical significance and selected "Chatham" in honor of William Pitt the Elder, the first Earl of Chatham, for whom Pittsburgh had been named. They considered the name appropriate also because of the ideas expressed by the Earl of Chatham. Not only had he formulated policies which turned the tide of war in the struggle for the Ohio Valley and thereby determined that English rather than French institutions would prevail, but he had praised the spirit of the English-speaking nation rising in the new world. He had recognized the value of humane studies and the dignity of the individual, principles for which the college had always stood.

The new name became official on November 15, 1955, birthday of the Earl of Chatham. It had been announced to faculty and students ten days earlier. The Mayor of Pittsburgh proclaimed the week of November 15 to be "Chatham College Week." On November 30, an invitational dinner celebrated the change with an address by Sir Roger Makins, then British Ambassador in Washington. While the trustees had expected that the college's identity would be confusing for a time, experience has since indicated that the very name selected brought immediate and additional attention to it.

A new seal incorporating the lamp of learning from the original seal of the college along with the acorns and shield taken unchanged from the crest of the Earl of Chatham was designed as the symbolic representation of the college under its new name.

During ensuing weeks alumnae dinners were held in major cities for the purpose of announcing the name and also providing ground for revitalization of the entire alumnae program. Through the years the Alumnae Association had been an independent organization, maintaining its own office and securing its own funds. In 1956 an agreement was reached between the Alumnae Association and the trustees whereby college funds would cover expenses of the association and the program of annual giving would be managed jointly, with the benefits accruing in the immediate future going to scholarship aid. Since that time, alumnae clubs have been more active and they have indicated closer attachment to the college itself. Alumnae representatives have been appointed in various cities to help in the selection of students, and many of these have done exceedingly well in broadening the geographical representation of the college. Services have been extended to alumnae through the Placement Office and through alumnae lecture programs.

The transformation from a commuting to a residential college since the war has considerably altered the character of the student body. This change would probably have been inevitable even if not planned, for the

CHATHAM COLLEGE: *The First Ninety Years*

population movement into suburban areas and the increasing desire of students for a full campus experience have themselves been strong factors in favor of the residential institution. In 1945 approximately one half the enrollment consisted of day students and the remaining students came largely from Pittsburgh and a surrounding area within a 100 mile radius. In recent years less than twenty per cent of the students were commuters and over fifty per cent of the student body came from outside Pennsylvania. This trend has been more pronounced each year.

The new curriculum of the college has attracted much favorable attention. The college was asked along with some eighteen other institutions to participate in the Cooperative Study of Evaluation in General Education under the auspices of the American Council on Education in the early 1950's. It has cooperated in experimental ventures ranging from national testing programs to participation in educational television. The curriculum, the faculty, the students—it is the quality of these which has brought greater renown to Chatham. Be it through Ford fellowships for faculty research, Fulbright awards for faculty and students, or Woodrow Wilsons, Chatham has had more than normal recognition in academic achievement.

The year 1959 is the ninetieth year in the history of Chatham, one of the first among the women's colleges to be established as an institution of collegiate rank. Whether to furnish "the means of a thorough, well-proportioned, and liberal education adapted to the student's wants in life," or "to emphasize the abilities, the values, the attitudes, and the knowledge needed for the development of an enlightened, mature outlook on life," the essential purpose of the college today is the same as it was in 1869, "to develop the student's power for good." The ninety years have witnessed noble visions, courageous sacrifices, and heroic accomplishments which have made the present possible. Today, with a campus which is unsurpassed, with a quality of excellence in curriculum, faculty and students, and with present and anticipated resources commensurate with its high objectives, Chatham College can now more than ever concentrate its energies on further "seeking for all that's true."

**On July 31, 1960, Dr. Anderson resigned to become vice president in charge of academic affairs at Temple University.*

Appendices



I: Notes

Chapter One WHERE THE RIVERS MEET Pages 1 to 11

1. A passage sometimes quoted by Cora Helen Coolidge when describing the college grounds.
2. According to an enumeration published in 1870, cited by Sarah H. Killikelly, *History of Pittsburgh* (Pittsburgh, 1904), p. 222.
3. *Ninth Census of Population of the United States* (Washington, 1872), 1, 58.
4. *Ibid.*, p. 386.
5. Consolidation of 1867.
6. *Ninth Census*, 1, 552.
7. *Directory of City of Pittsburgh*, 1870. The *Ninth Census*, quoted above, does not list any Jewish congregation.
8. James I. Brownson, "The Educational History: Colleges, Academies, and Female Seminaries," *Centenary Memorial of the Planting and Growth of Presbyterianism in Western Pennsylvania and Parts Adjacent* (Pittsburgh, 1876), pp. 69-72.
9. Agnes Lynch Starrett, *Through One Hundred and Fifty Years: University of Pittsburgh* (Pittsburgh, 1937), pp. 14-24.
10. *Ibid.*, pp. 71-73.
11. *Ibid.*, p. 219.
12. *Ibid.*, pp. 345, 364.
13. Brownson, *op. cit.*, p. 77.
14. James I. Brownson, "The History of Western Theological Seminary," *Memorial of the Planting and Growth of Presbyterianism in Western Pennsylvania and Parts Adjacent* (Pittsburgh, 1876), pp. 119-120.
15. *Ibid.*, pp. 123-124.
16. Killikelly, *op. cit.*, pp. 282-283.
17. Hartford, 1869.
18. Killikelly, *op. cit.*, p. 270.
19. Alma Lutz, *Emma Willard, Daughter of Democracy* (Boston, 1929), pp. 68-71.
20. *Ibid.*, p. 115; Florence Speer, "Sketch of Agnes Caldwell Way." Unpublished paper on file in Pennsylvania Room of Carnegie Library of Pittsburgh.
21. Brownson, "Educational History," *op. cit.*, p. 109; Killikelly, *op. cit.*, p. 278.
22. Speer, "Sketch of Agnes Caldwell Way," p. 6.
23. Erasmus Wilson, Editor, *Standard History of Pittsburgh Pennsylvania* (Chicago, 1898), p. 509.
24. Margaret McCulloch, *Fearless Advocate of the Right; Life of Julius Francis LeMoyne M.D.*, 1798-1879 (Boston, 1947), p. 98.
25. *Ibid.*
26. A. W. Fairbanks, Editor, *Emma Willard and Her Pupils, or Fifty Years of Troy Female Seminary, 1822-1872* (New York, 1898), pp. 171-172.
27. McCulloch, *op. cit.*, p. 98.
28. *Infra.*, p. 245.
29. Fairbanks, *op. cit.*, p. 159.
30. *Ibid.*, pp. 171-172.
31. Fairbanks, *op. cit.*, p. 159.
32. Killikelly, p. 279.

CHATHAM COLLEGE: *The First Ninety Years*

33. Catharine Beecher, *The True Remedy for the Wrongs of Women, with a History of the Enterprise, Having That as Its Object* (Boston, 1851), pp. 115-116.
34. *Ibid.*, pp. 52-60.
35. Catharine Beecher, *Woman Suffrage and Woman's Profession* (Boston, 1870), p. 1.
36. *Ibid.*, p. 191.
37. The Academy was a theatre and music hall, located in 1869 at the corner of Liberty Street and Strawberry Alley.
38. Chester Giraud, *Embattled Maiden* (New York, 1951), p. 86.
39. *Pittsburgh Gazette*, January 26, 1869.
11. Miss Aiken died August, 1955.
12. Memoranda in Minutes of the Board of Trustees, I, 2.
13. *Catalogue of Vassar College*, 1865-1866, p. 16.
14. *History of the Shadyside Presbyterian Church* (Pittsburgh, 1874), pp. 13-14.
15. Memoranda in Minutes of the Board of Trustees, I, 4.
16. Scrapbook I, 1869-1889, p. 4 containing newspaper and magazine clippings and programs of college events.
17. *Presbyterian Banner*, June 2, 1869.
18. Memoranda in Minutes of the Board of Trustees, I, 4-5.
19. The minutes of the incorporators show no knowledge of the fact that there was, at the time, another Pennsylvania Female College in the state, in Montgomery County, which had been incorporated in 1853. *Laws of Pennsylvania* (Harrisburg, 1853), pp. 327-328. The last alumnae list reported is that of 1875. Theodore W. Bean, *History of Montgomery County* (Philadelphia, 1884), pp. 419-420.

Chapter Two WHEN PRESBYTERIANS ACT TOGETHER, 1869-1870 Pages 13 to 23

1. Georgina G. Negley, "Prelude and Threads of History," *East Liberty Presbyterian Church*, with *A Historical Setting and A Narrative of the Centennial Celebration*, 1919, compiled by Georgina G. Negley (Pittsburgh, 1919), pp. 4-5.
2. *Ibid.*, pp. 12-13.
3. Reported to the author by Rachel Castleman Aiken, '83.
4. William B. Negley, "Address," *Twenty-Five Years of the Shadyside Presbyterian Church* (Pittsburgh, 1892), pp. 11-25.
5. Marcus W. Acheson, in *Historical Sketch and Manual of the Shadyside Presbyterian Church* (Pittsburgh, 1882), pp. 37-39.
6. *Ibid.*
7. Samuel J. Wilson in *Historical Sketch and Manual of the Shadyside Presbyterian Church* (Pittsburgh, 1882), p. 39.
8. Sidney Homer, *Genealogy of Beaty Family*.
9. *Presbyterian Banner*, June 2, 1869.
10. Memoranda in Minutes of the Board of Trustees, I, 1.
20. Charter, Article I, copied in Minutes of the Board of Trustees, I, 375.
21. Minutes of the Board of Trustees, I, 13 (May 23, 1870). The Hailman property was on the square across from the present location of Calvary Episcopal Church, a site now occupied by the Kenmawr Apartments.
22. Minutes of the Board of Trustees, I, 21 (July 5, 1870).
23. Scrapbook I, p. 5.
24. *Ibid.*
25. It is of interest to note that Mrs. George W. Dilworth was a daughter of the Berrys.
26. Minutes of the Board of Trustees, I, 16 (June 20, 1870).
27. Scrapbook I, p. 4.
28. Samuel Black McCormick, *Sketch of the Descendants of Patrick and*

Notes

- Mary Kyle Black, loaned by Janet McCormick, '43.
29. Helen Pelletreau, "The Past of the College," *Sorosis*, June 1895, p. 9.
 30. Brownson, "The Educational History," p. 112.
 31. Minutes of the Board of Trustees, I, 24-25 (July 22, 1870).
 32. *Ibid.*, p. 28.
 33. *Memorandum of Memorial Thank Offering Fund*, bound between catalogues 1893-1894 and 1894-1895.
 34. *Historical Sketch and Manual of Shadyside Presbyterian Church* (Pittsburgh, 1876), pp. 6-7.
 35. *Circulars of Announcements, 1870*, bound in front of First Annual Catalogue, 1870-1871.
 36. Minutes of the Board of Trustees, I, 27 (September 12, 1870).
 37. *Ibid.*, I, 29 (October 15, 1870).
- Chapter Three
FAIR PROSPECTS, 1870-1871
Pages 25 to 40
1. Scrapbook I, p. 3.
 2. Minutes of the Board of Trustees, I, 29 (October 15, 1870) state that forty-four resident students and fifty-nine day students had enrolled. The *First Annual Catalogue*, 1870-1871, lists the names of one hundred and twelve students enrolled.
 3. Helen Pelletreau, "The Past of the College," *Sorosis*, June 1895, p. 10.
 4. Scrapbook I, p. 5; Pelletreau, *op. cit.*, p. 10; Lillian Willock, *Alumnae Recorder*, June, 1886, p. 3.
 5. Recollections of Mrs. William H. Vincent.
 6. Sketch of Life of Madeleine Le-Moyne Reed, p. 4.
 7. Recollections of Emily Porter.
 8. Helen Pelletreau, *op. cit.*, p. 10.
 9. John W. Jordan, Editor, *A Century and a Half of Pittsburgh and Her People* (New York) IV, pp. 213-218.
 10. *Alumnae Recorder*, June, 1931, p. 3.
 11. *The Twentieth Century Bench and Bar of Pennsylvania*, II, 866-867.
 12. *Pennsylvania Historical Review, Gazeteers, Post Office, Express, and Telegraph Guide*, Cities of Allegheny and Pittsburgh, (New York, 1866), p. 192.
 13. The building was demolished in 1952.
 14. Percy Frazer Smith, *Notable Men of Pittsburgh and Vicinity* (Pittsburgh, 1901), pp. 43-50.
 15. John W. Jordan, *op. cit.*, III, 43-50.
 16. Theodore Diller, *Pioneer Medicine in Western Pennsylvania*, pp. 126-129.
 17. A. Warner, *Biography of Allegheny County* (Pittsburgh, 1889). II, 224-226.
 18. John W. Jordan, *op. cit.*, IV, 264.
 19. George Thornton Fleming, staff of American Historical Society Incorporated, *History of Pittsburgh and Environs* (New York and Chicago, 1922), IV *Biography*, p. 98.
 20. Joseph M. Duff in *Bulletin of Western Theological Seminary*, April, 1928, pp. 100-128.
 21. Samuel Black McCormick, in *Bulletin of Western Theological Seminary*, April 1928, pp. 45-46.
 22. For complete listing of the first Board of Trustees, see Appendix II.
 23. Circular of Announcements, 1870.
 24. *Ibid.*
 25. *Ibid.*
 26. Scrapbook I, p. 6.
 27. Minutes of the Board of Trustees, I, 45 (June 27, 1871).
 28. *First Annual Catalogue*, 1870-1871, pp. 12-18.
 29. Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, *A World History of Physical Education* (New York, 1953), pp. 383-387.
 30. *First Annual Catalogue*, 1870-1871, p. 22.
 31. *Ibid.*

CHATHAM COLLEGE: *The First Ninety Years*

32. Van Dalen *et al*, *op. cit.*, pp. 399-400
33. *First Annual Catalogue*, 1870-1871, p. 16.
34. Recollections of Mrs. William H. Vincent.
35. Helen Pelletreau, *op. cit.*, p. 10.
36. Samuel J. Wilson, "Address," *Historical Sketch and Manual of the Shadyside Presbyterian Church* (Pittsburgh, 1882), p. 39.
37. Samuel J. Fisher, "Address," *Historical Sketch and Manual of the Shadyside Presbyterian Church* (Pittsburgh, 1882), p. 46.
38. Helen Pelletreau, *op. cit.*, p. 10.
39. *Antarius* found in Harpers' Latin Dictionary (New York, 1879). The word "antarii" is one which has caused considerable discussion at the college. It is an architectural term which means "possessing that which serves for raising up." It is a term connoting dignity and essential goodliness. A copy of Tremellius and Junius Bible was placed in the cornerstone of the chapel, 1949. Another copy is in the library.
40. Alma Lutz, *Emma Willard, Daughter of Democracy* (Boston, 1929), pp. 33-34; *Supra*, p. 9, 10; *Infra*, p. 85.
41. Marion Lansing, Editor, *Mary Lyon Through Her Letters* (Boston, 1937), pp. 25-26.
42. Cited by Mary Walters, *A History of MacMurray College*, (Springville, Illinois, 1947), p. 172.
43. Minutes of the Board of Trustees, I, 33 (November 29, 1870).
44. *Ibid.*, I, 37 (December 20, 1870).
45. *Ibid.*, I, 39 (March 28, 1871).
46. Scrapbook I, p. 4.
47. The copper box containing the materials was discovered intact, after the demolition of the building in 1952, and is now in the college archives.
48. Manuscript of Dr. King's address is in the college files.
49. *Ibid.*, p. 3.
50. *Ibid.*, p. 6, the printed program of examinations.
51. *Ibid.*, p. 3.
52. *Ibid.*
53. August, 1871, p. 36.
54. Scrapbook I, p. 3.

Chapter Four PROGRESS THROUGH HARD TIMES, 1871-1878 Pages 41 to 62

1. Article 4.
2. Fleming, *History of Pittsburgh and Environs*, IV, 3-6.
3. Mary Acheson Spencer, "Fifty Years of Service," *Alumnae Recorder*, June, 1923, pp. 11-12.
4. *First Annual Catalogue*, 1870-1871, p. 11.
5. *Ibid.*, pp. 26-27.
6. *People's Monthly*, August, 1871, p. 36.
7. "Floor Plans," *First Annual Catalogue*, 1870-1871, pp. 25-27.
8. *Supra*, p. 24.
9. *Historical Sketch and Manual of the Shadyside Presbyterian Church* (Pittsburgh, 1882), pp. 17, 21.
10. Minutes of the Board of Trustees, I, 75 (April 16, 1874).
11. *Ibid.*, I, 77-78, 81 (May 12, 15, 1874).
12. Mary J. Pike, "Mrs. S. R. McJilton," *Alumnae Recorder*, June, 1908, p. 32.
13. Minutes of the Board of Trustees, I, 81 (May 15, 1874).
14. *Centennial Volume of the First Presbyterian Church of Pittsburgh* (Pittsburgh, 1884), pp. 72-73.
15. Minutes of the Board of Trustees, I, 64, 69, 75, 84.
16. Allegheny Female College apparently lasted but two years, 1874-1876. It was located the first year on Sandusky Street and the next year on North Avenue. *Directory of Pittsburgh and Allegheny City*, 1875-1876.

Notes

17. Minutes of the Board of Trustees, I, 87.
18. *Ibid.*, I, 88-89 (February 3, 1875).
19. *Ibid.*, I, 89-90.
20. *Ibid.*, I, 91-93 (February 23, 1875).
21. *Ibid.*, I, 127 (July 9, 1877).
22. *Ibid.*, I, 144 (June 14, 1878).
23. *Ibid.*, I, 146 (June 18, 1878).
24. *Ibid.*, I, 148, 150 (June 24, 1878).
25. Allan Nevins, *The Emergence of Modern America, 1865-1878* (New York, 1935), p. 304.
26. A title used by Dr. Strong, having about the same connotation as "Preceptress."
27. William S. Pelletreau, *Pelletreau Genealogy* (New York, 1913), p. 31.
28. Information concerning Miss Pelletreau's attendance at the schools of Westfield was furnished by Miss Miriam C. Wolcott, Librarian of the Westfield Athenaeum. Her sources were: Thomas J. Abernethy, *A Brief History of the Westfield Academy*, December 14, 1939; *Catalogue of the Westfield Academy* (Westfield, Mass., 1953); *General Catalogue of the State Normal School* (Westfield, Mass., 1839-1899).
29. William S. Pelletreau, *op. cit.*, pp. 38-39; Nancy Acheson Houghton, Letter to Mrs. Alexander Murdoch, September, 1954; Miss Carey later married a Mr. Acheson of Washington, Pennsylvania. John Carey Acheson, eighth president of Pennsylvania College for Women, was their son.
30. Helen E. Pelletreau, *op. cit.*, p. 10.
31. Minutes of the Board of Trustees, I, 43 (May 23, 1871); 80 (May 12, 1874).
32. Recollections of Westanna McCay Pardee.
33. Minutes of the Board of Trustees, I, 94 (March 10, 1875).
34. *Ibid.*, I, 95-97 (April 19, 1875).
35. *Ibid.*, I, 107 (October 12, 1875).
36. Brownson, *op. cit.*, p. 112.
37. Minutes of the Board of Trustees, I, 99, 128 (June 7, 1875; July 16, 1877).
38. Minutes of the Board of Trustees, I, 108 (October 12, 1875).
39. *Ibid.*, I, 112 (June 20, 1876).
40. *Alumnae Recorder*, June, 1886, p. 4.
41. Constitution, Article I. Section 2.
42. Minutes of the Board of Trustees, I, 127-128 (July 16, 1877).
43. *Ibid.*, I, 134-137 (May 31, 1878).
44. *Ibid.*, I, 137-138 (March 31, 1878).
45. *Ibid.*, I, 139 (May 31, 1878).
46. *Ibid.*, I, 140-141 (June 4, 1878).
47. Recollections of Westanna McCay Pardee.
48. Minutes of the Board of Trustees, I, 54 (May 24, 1872).
49. *Ibid.*, I, 55.
50. *Sixth Annual Catalogue*, 1876-1877, pp. 16-20.
51. Minutes of the Board of Trustees, I, 99-100 (June 7, 1875).
52. *Presbyterian Banner* LIX, 4-5 (June 25, 1873).
53. *Pittsburgh Commercial*, June 18, 1873.
54. *Pittsburgh Commercial*, June 18, 1873.
55. *Presbyterian Banner* LX, 4.
56. *Second Annual Catalogue*, 1871-72, pp. 22-23; programs in Scrapbook I.
57. Minutes of the Board of Trustees, I, 45 (June 27, 1871).
58. Theodor Baker, *Biographical Dictionary of Musicians*, (New York, 1940).
59. Adolph Christiani, *Principles of Expression in Pianoforte Playing* (New York, 1886).
60. *History of Chicago*, 1882-85, III.
61. *Who's Who in Paris, Anglo-American* (Paris, 1905).
62. *Ibid.*, June, 1893, pp. 35-36.
63. Killikelly, *op. cit.*, p. 286.
64. Florence Speer, *Sketch of Agnes Caldwell Way*, pp. 1, 4, 6 (Manu-

CHATHAM COLLEGE: *The First Ninety Years*

script in Carnegie Library).

65. *Alumnae Recorder*, June, 1922, p. 25.
66. *Alumnae Recorder*, October, 1927, p. 5; Statement of Miss Catherine Miller.
67. *Alumnae Recorder*, June, 1925, pp. 16-17.
68. *Pittsburgh Commercial*, June 19, 1873.
69. Minutes of the Board of Trustees, I, 102 (June 15, 1875).
70. Mrs. Vincent died November 1, 1955.
71. *Alumnae Recorder*, June, 1910, p. 38.
72. *Ibid.*, October 27, 1927, p. 1.
73. *Ibid.*
74. *Pittsburgh Commercial*, June 19, 1873.
75. Scrapbook I, p. 13.
76. Helen Pelletreau, *op. cit.*, p. 11.
77. The name of the college had been changed in the summer of 1890.
78. Minutes of the Board of Trustees, I, 299-300 (January 20, 1891).
79. Samuel Black McCormick, *op. cit.*, p. 1.
80. Minutes of the Board of Trustees, I, 148 (June 4, 1878).

Chapter Five FORWARD BY FAITH AND WORK, 1878-1894

Pages 63 to 82

1. Helen Pelletreau, *op. cit.*, p. 11.
2. Recollections of Mrs. John Pardee (Westanna McCay, '79).
3. Minutes of the Board of Trustees, I, 130 (October 8, 1877).
4. *Ibid.*, I, 176 (September 24, 1880).
5. William J. Holland, Address, (1920). Manuscript is in college files.
6. Minutes of the Board of Trustees, I, 148 (June 24, 1878).
7. *Ibid.*, I, 171 (June 15, 1880).
8. *Ibid.*, I, 161, 173, 190, 197 (June 27, 1879; June 22, 1880; June 6, 1882; October 10, 1882).

9. *Ibid.*, I, 152 (January 21, 1879).
10. *Ibid.*, I, 161 (June 27, 1879).
11. *Ibid.*, I, 175 (June 22, 1880).
12. *Ibid.*, I, 184 (February 14, 1881).
13. *Ibid.*, I, 182 (June 13, 1881). The report of the February meeting is recorded after that of the June meeting, 1881.
14. Helen Pelletreau, "The Past of the College," *Sorosis*, June 1895, p. 12.
15. William J. Holland, *op. cit.*
16. Eliza Wilson McKnight, "Address," *Alumnae Recorder*, June 1921, p. 17.
17. Recollections of Westanna McCay Pardee, Sara Fredericks Marks, Mary Acheson Spencer, Eliza Bryant Barker, Sarah Bryant Stevenson.
18. Helen Pelletreau, *op. cit.*, p. 12.
19. Lydia Murdock Jones, "In Memoriam," *Alumnae Recorder*, June, 1914, p. 21.
20. Recollections of Westanna McCay Pardee.
21. Leaflet of Swissvale Presbyterian Church, in Ernest Craighead's Scrapbook.
22. Mary Breed, Letter to the author, August, 1947.
23. Minutes of the Board of Trustees, I, 178 (June 7, 1881).
24. Recollections of Westanna McCay Pardee.
25. Esther D. Reynolds, "Contributions," *Alumnae Recorder*, June 4, 1887, p. 8.
26. Eliza Wilson McKnight, *op. cit.*, p. 17.
27. Eliza Bryant Barker, "Miss Jane B. Clark," *Alumnae Recorder*, October 28, 1928, p. 2.
28. Mary Breed, *op. cit.*
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CHATHAM COLLEGE: *The First Ninety Years*

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Chapter Six ADVENT OF A NEW ERA, 1895

Pages 83 to 94

1. Minutes of the Board of Trustees, I, 191-193 (June 16, 1882).
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45. R. Jennie DeVore, "The Future of the College," *Ibid.*, p. 14.
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11. Minutes of the Board of Trustees, II, 39, 43 (February 14, 1900; June 7, 1900). A class of trustees includes those members elected any one year for a three year term.
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Chapter Seven

"FERVENT IN SPIRIT"

Pages 95 to 122

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CHATHAM COLLEGE: *The First Ninety Years*

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38. *Sorosis*, October, 1897, p. 9.
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40. *Alumnae Recorder*, June, 1896, p. 53.
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42. "College Notes," *Alumnae Recorder*, June, 1896, p. 51.
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48. *Sorosis*, June, 1898, pp. 13-14.
49. *Sorosis*, December, 1898, pp. 8-9.
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52. "College News," *Alumnae Recorder*, June, 1900, pp. 29-30.
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56. *Ibid.*, I, 4, Constitution of Colloquium, Article II.
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76. *Sorosis*, April, 1903, pp. 17-18.
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93. Eliza Bryant Barker, "President's Address," *Ibid.*, June, 1905, pp. 1-4.
94. Newspaper clipping, Edna McKee, Scrapbook, p. 12.
95. *Pittsburgh Leader*, June 7, 1905.
96. Newspaper clipping, Edna McKee, Scrapbook, p. 12. It is interesting to note that Samuel Black McCormick was a nephew of the first president of the college.
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98. Report of Alumnae Endowment Committee, *Alumnae Recorder*, June, 1906, pp. 12-17.
99. Mary W. Brownson, "Confessions of a Club Woman," *Ibid.*, pp. 18-21.
100. Newspaper clipping, Edna McKee, Scrapbook, p. 15.
101. *Pittsburgh Leader*, December 30, 1905.
102. Report of Endowment Committee, *Alumnae Recorder*, June 6, 1906, pp. 12-17.
103. Minutes of the Board of Trustees, II, 138-139 (June 5, 1906).

Chapter Eight

A NEW LEASE ON LIFE, 1906-1915

Pages 123 to 145

1. Newspaper clipping, Edna McKee, Scrapbook, p. 17.
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3. *Ibid.*, p. 25.
4. Minutes of the Board of Trustees, II, 193-196 (October 20, 1911).
5. *Alumnae Recorder*, June, 1906, p. 28.
6. Mary A. Spencer, "What It Means To Be a Director of the College Club," *Alumnae Recorder*, June, 1909, pp. 17-20.
7. Minutes of the Board of Trustees, II, 147-148 (February 12, 1907).
8. Minutes of the Board of Trustees, III, 15 (March 14, 1916).
9. *Supra*, p. 21 f.

CHATHAM COLLEGE: *The First Ninety Years*

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11. Louise Gilchrise and Matthew John Walsh, *History and Organization of Education in Pennsylvania* (Indiana, Pennsylvania, 1928), pp. 217-218.
12. *Supra*, p. 217.
13. Recollections of Ethel Spencer, x '19.
14. Vanda E. Kerst, in conversation with the author, September, 1954.
15. Cora H. Coolidge, "The Spirit of Service: An Appreciation," June 10, 1920. Manuscript in college files.
16. Paul Underwood Kellogg, Editor, *The Pittsburgh District: Civic Frontage, The Pittsburgh Survey* (New York, 1914,) pp. 492-497.
17. *Ibid.*, p. 42.
18. *Ibid.*, p. 513.
19. *Alumnae Recorder*, June, 1909, pp. 20-22.
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22. Luella P. Meloy, "Practical Sociology in the College," *Alumnae Recorder*, June, 1911, pp. 23-25.
23. Cora H. Coolidge, *Alumnae Recorder*, June, 1914, pp. 23-26.
24. *Alumnae Recorder*, June, 1909, p. 27.
25. *Sorosis*, April, 1898, p. 15; June, 1898, pp. 14-15.
26. Mrs. George Swan (Florence Bickel, '12) in conversation with the author.
27. H. D. Lindsay, "Notes of the College," *Alumnae Recorder*, June, 1907, pp. 13-14.
28. *Sorosis*, December, 1908, p. 29.
29. *Alumnae Recorder*, June, 1917, p. 63.
30. *Sorosis*, March, 1917, p. 30.
31. *Sorosis*, October, 1907, p. 23.
32. *Alumnae Recorder*, June, 1908, p. 17.
33. *Alumnae Recorder*, June, 1911, p. 53.
34. *Sorosis*, January, 1913, pp. 16-17; *Alumnae Recorder*, June, 1913, pp. 32-33.
35. *Sorosis*, May-June, 1914, pp. 41-42.
36. *Sorosis*, May, 1916, p. 42.
37. Cora H. Coolidge, "College Activities," *Alumnae Recorder*, June, 1915, pp. 51-52.
38. Mrs. W. S. Miller, *Alumnae Recorder*, June, 1909, pp. 9-10.
39. Minutes of the Board of Trustees, II, 171, 172 (October 16, 26, December 4, 1908).
40. *Alumnae Recorder*, June, 1909, pp. 9-10.
41. Minutes of the Board of Trustees, II, 175 (February 19, 1909).
42. *Alumnae Recorder*, June, 1911, p. 7.
43. *Alumnae Recorder*, June, 1910, pp. 36-37.
44. The former president's house is now appropriately named Lindsay Hall and used as a small dormitory.
45. *Alumnae Recorder*, June, 1913, p. 32.
46. *Alumnae Recorder*, June, 1911, p. 50.
47. Minutes of the Board of Trustees, II, 206, 208-211 (October 18, 1912; April 18, June 6, 1913); *Alumnae Recorder*, June, 1913, pp. 31-32.
48. *Alumnae Recorder*, June, 1912, pp. 28-29.
49. Cora H. Coolidge, "The Spirit of Service," Manuscript, June, 10, 1920.
50. The Rev. Wm. L. McEwan, D.D., "Henry Drennan Lindsay, A Funeral Address," *Sorosis*, Memorial Number, February, 1914, pp. 4-8.
51. *Sorosis*, Memorial Number, February, 1914, pp. 9-13.

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53. *Alumnae Recorder*, June, 1914, pp. 18-20.
54. Minutes of the Board of Trustees, II, 225 (December 21, 1914).

Chapter Nine

"VICTORY THROUGH CONFLICT," 1915-1922

Pages 147 to 166

1. *Sorosis*, November, 1914, pp. 5-6.
2. *Alumnae Recorder*, June, 1915, p. 10.
3. "Our President's Inaugural Address," *Sorosis*, June, 1915, pp. 4-7.
4. Eliza C. McKnight, "The Inauguration of Dr. John Carey Acheson," *Alumnae Recorder*, June, 1915, pp. 4-9.
5. Vanda E. Kerst and Helen Abbott, *Paskennodan, the City of Smoke Vapor, Or The City of Mist* (Pittsburgh, 1915).
6. May 15, 1915.
7. Minutes of the Board of Trustees, III, 2 (June 11, 1915).
8. Mrs. John Pardee, "Address in Behalf of the Alumnae," *Alumnae Recorder*, June, 1916, pp. 7-9.
9. *Sorosis*, October, 1911, p. 20.
10. Alice M. Greer, "Vocation Bureaus for Educated Women," *Sorosis*, January, 1916, pp. 25-33.
11. Ella Easton Martin, "The Collegiate Vocational Bureau," *Alumnae Recorder*, June, 1916, p. 59.
12. Cora H. Coolidge, "Annual Message," *Alumnae Recorder*, June, 1917, pp. 7-10.
13. Minutes of the Board of Trustees, III, 25 (February 28, 1917).
14. Minutes of the Board of Trustees, III, 4-5 (June 11, 1915).
15. *Alumnae Recorder*, June, 1916, pp. 15-17.
16. *Sorosis*, March, 1915, p. 26.
17. Recollections of Mrs. John R. Board (Martha F. Brownlee, '19).
18. *Sorosis*, March, 1917, p. 34; November, 1917, p. 23; May-June, 1918, pp. 28-31; February, 1919, p. 41; Minutes of the Board of Trustees, III, 47-48 (December 4, 1918).
19. John C. Acheson, "President's Letter," *Alumnae Recorder*, June, 1918, pp. 9-12.
20. Minutes of the Board of Trustees, III, 38, 40 (May 14, 22, 1918).
21. *Ibid.*, III, 42-43 (June 6, 1918).
22. *Ibid.*, III, 54 (March 31, 1919).
23. *Ibid.*, III, 60-61, (June 5, 1919).
24. *Alumnae Recorder*, June, 1919, pp. 7-8.
25. *Alumnae Recorder*, June, 1920, pp. 11-12.
26. Mary W. Brownson and Vanda E. Kerst, *Victory Through Conflict* (Pittsburgh, 1920) p. 17.
27. Cora Helen Coolidge, "The Spirit of Service: An Appreciation," Manuscript in college files.
28. William Allen Neilson, Manuscript in college files.
29. Lillian Wald, Manuscript in college files.
30. Mary Emma Woolley, Manuscript in college files.
31. Mary Spencer, "Report" of November 6, 1920, *Alumnae Recorder*, June, 1921, pp. 54-56.
32. Minutes of the Board of Trustees, III, 71 (April 27, 1920).
33. *Ibid.*, III, 75 (September 17, 1920).
34. *Ibid.*, III, 76 (October 1, 1920).
35. *Ibid.*, III, 82 (January 23, 1921).
36. *Ibid.*, III, 85 (March 4, 1921).
37. *Gazette-Times*, Pittsburgh, Pennsylvania, October 15, 1921.
38. Minutes of the Board of Trustees, III, 96 (May 1, 1922).
39. *Ibid.*, III, 97 (May 6, 1922).
40. *Ibid.*, III, 98 (May 17, 1922).
41. *Ibid.*, III, 99-100 (May 29, 1922).
42. Edna McKee's Scrapbook, p. 40.
43. Recollections of Ella Martin, '21.

CHATHAM COLLEGE: *The First Ninety Years*

44. Mary A. Spencer, in conversation with the author.
45. Minutes of the Board of Trustees, III, 102-104 (June 8, 1922).
46. *Ibid.*, III, 93 (November 2, 1921).
47. Recollections of Mrs. Newton E. Tucker (Susan Scott, '22).
48. Recollections of Mrs. Stanley H. Richards (Elizabeth Mason, '23).
49. Recollections of Mrs. Walter Damon (Mary R. Wilson, '24).
50. Recollections of Mrs. Carl Kaiser, (Marjorie Patterson, '23).
51. Recollections of Mrs. G. W. Cangi, (Amelia M. Aiello, '25).
52. Minutes of the Faculty, p. 152 (February 6, 1915).
53. *Alumnae Recorder*, June, 1917, p. 6.
54. Minutes of the Faculty, pp. 142-143 (May 29, 1918).
55. *Ibid.*, p. 145 (June 5, 1918).
56. George B. Lawson, "The New Group System," *Alumnae Recorder*, June, 1922, pp. 20-22.
57. *Sorosis*, January, 1917, pp. 43-44.
58. Florence K. Root, "Message," *Alumnae Recorder*, June, 1920, pp. 20-21; "College Activities," *Ibid.*, June 1922, pp. 74-75.
10. *Arrow*, March 25, 1924, p. 5.
11. *Gazette-Times*, May 24, 1924.
12. *Arrow*, April 15, 1924, p. 1.
13. Minutes of the Board of Trustees, III, 131 (October 6, 1924).
14. *Ibid.*, III, 135 (June 12, 1925).
15. *Ibid.*, III, 154 (October 31, 1928).
16. Minutes of the Faculty, April 14, 1925.
17. *Ibid.*, May 12, 1925.
18. *Alumnae Recorder*, June 26, 1926, p. 23.
19. Minutes of the Board of Trustees, III, 135 (June 12, 1925). The scholarship, withdrawn during the depression, was later granted in a smaller amount.
20. *Arrow*, October 12, 1922, p. 1.
21. *Alumnae Recorder*, March 28, 1928, pp. 1-2.
22. *Alumnae Recorder*, October, 1926, p. 3.
23. Minutes of the Board of Trustees, III, 161 (April 16, 1930).
24. *Infra*, p. 373.
25. Minutes of the Board of Trustees, III, 150 (January 9, 1928).
26. *Alumnae Recorder*, July, 1929, p. 1.
27. Minutes of the Faculty, December 10, 1929.
28. *Arrow*, September 23, 1929, p. 1.
29. A total of \$272,588 was expended on building of the new wing and remodelling of Woodland, and building of the power plant and tunnels. Minutes III, 160 (November 13, 1929).
30. The Buhl Foundation was established in 1928 under the will of Henry Buhl, Jr. His wife Louise C. Buhl died in October, 1922.
31. *Arrow*, May 14, 1931, pp. 1, 4.
32. *Ibid.*, April 16, 1931, p. 1.
33. Minutes of the Board of Trustees, III, 167-168 (March 25, 1931).
34. *Ibid.*, III, 166, 167 (September 24, 1930; March 25, 1931).
35. Enrollments increased from 227 in 1922-23 to 356 in 1927-28.

Chapter Ten

A FORWARD MOVEMENT, 1922-1935

Pages 167 to 187

1. *Arrow*, September 20, 1922, p. 1.
2. Florence Wilson Canerdy, "The President's Message," *Alumnae Recorder*, June, 1923, p. 5.
3. Minutes of the Board of Trustees, III, 111 (November 13, 1922).
4. *Ibid.*, III, 133 (January 7, 1925).
5. *Ibid.*, III, 134, 137, (May 7, October 14, 1925).
6. *Arrow*, March 25, 1924, pp. 1, 5.
7. *Ibid.*, p. 2.
8. *Ibid.*, March 11, 1924, p. 1.
9. Recollections of Helen E. Ryman, '24.

Notes

36. The problem of space in the remaining chapters of this book makes it necessary, in general, to omit the names of part time instructors and those who remained on the faculty but a few years. At the same time the author recognizes the importance of many of those instructors to the students they taught.
37. Recollections of Gertrude Oetting, '31.
38. Recollections of Mrs. Keith Sward (Ruth Moorhead, '35).
39. Materials of Nita L. Butler, in possession of Ruth A. Davies, '39.
40. Recollections of Elizabeth Piel, '28, and of Mrs. George C. Randall (Virginia Ray, '28).
41. Recollections of Mrs. David Boyd (Lois Kremer, '38).
42. Recollections of Mrs. Keith Sward (Ruth Moorhead, '35).
43. J. S. Kinder, "Training Teachers on Cooperative Plan," *The American Education Digest*, September, 1924, as copied in the *Arrow*, September 23, 1924, pp. 1, 5.
44. Recollections of Mrs. Jerome Strauss (M. Lucille Jackson, '30).
45. Recollections of Mrs. Edward C. Fuller (Dorothy Edsall, '33).
46. Recollections of Janet Mitchell, '50. (Mrs. Levin M. Lynch).
47. Recorded by Mrs. Charles Seif (Dorothy Thompson, '30).
48. Recollections of Mrs. Robert G. Helsel (Elsie Dressler, '37).
49. Recollections of Mrs. John Bloomstrom (Barbara Black, '50).
50. Marion Griggs, '24, "The Verse Speaking Choir," *Alumnae Recorder*, June, 1937, p. 18.
51. Recollections of Mrs. Thomas C. Moran (LaVerda Dent, '31).
52. Recollections of Mrs. Richard Turner (Vartanouch Parounakian, '31).
53. Johanna Sawyer, '56, "Lady of Distinction," *Arrow*, January 25, 1955, p. 3.
54. Recollections of Mrs. Keith Sward (Ruth Moorhead, '35).
55. *Arrow*, June 9, 1925, p. 1.
56. "P.C.W. Students Rank High in Carnegie Exams," *Arrow*, January 15, 1931, p. 1.
57. Letter of Frank H. Bowles to Herbert L. Spencer, November 9, 1938, attached to Minute Book of Board of Trustees, III, 210.
58. Approximately \$200 in 1924; \$300, 1925; \$300, 1926. *Arrow*, March 11, 1924; January 27, 1925; February 12, 1926.
59. Mary Louise Succop, "The Students' International Union at Geneva," *Alumnae Recorder*, December, 1929, pp. 6-8.
60. Ruth Fugh, "1932 at Geneva," *Alumnae Recorder*, November, 1932, pp. 1, 12.
61. *Arrow*, September 22, 1921, p. 2.
62. *Ibid.*, April 12, 1923, p. 1.
63. *Ibid.*, April 27, 1933, pp. 1, 4.
64. *Ibid.*, November 11, 1924, p. 2; November 5, 1926, p. 1.
65. Recollections of Betty MacColl, '29.
66. *Arrow*, October 14, 1927, p. 3.
67. *Alumnae Recorder*, December, 1927, p. 2.
68. Sarah R. Stevenson, *Arrow*, March 15, 1933, p. 2.
69. Minutes of the Board of Trustees, III, 175, 177 (December 7, 1932; May 3, 1933).
70. Dorothy Edsall, Editor of *Arrow*, 1932-33. *Arrow*, May 18, 1933, p. 2.
71. Minutes of the Faculty, February 12, 1935.

Chapter Eleven

"WE PLEDGE OUR FAITH IN YOU," 1935-1945

Pages 189 to 208

1. Mary McCluskey, *Supra*, p. 235.
2. Appendix V.
3. *Arrow*, March 15, 1937, p. 6.

CHATHAM COLLEGE: *The First Ninety Years*

4. Arthur E. Braun, Address, Manuscript in college files.
5. *Post-Gazette*, January 30, 1935.
6. Minutes of the Board of Trustees, III, 187 (January 23, 1935).
7. Herbert L. Spencer, Inaugural Address, Manuscript in college files.
8. Minutes of the Faculty, October 13, 1931.
9. Minutes of the Board of Trustees, III, 172 (December 9, 1931).
10. Minutes of the Faculty, September 29, 1932.
11. Minutes of the Board of Trustees, III, 177 (May 3, 1933).
12. *Ibid.*, III, 212 (March 10, 1939).
13. *Ibid.*, III, 219 (January 10, 1940).
14. *Ibid.*, III, 224 (July 30, 1940).
15. Arthur E. Braun, as quoted in the *Arrow*, October 9, 1940, p. 4.
16. Carll W. Doxsee, "Memorial," read in the college chapel.
17. Recollections of Nancy Walters, '47.
18. Recollections of Nancy Walters, '47.
19. Recollections of Mrs. A. R. Dis-mukes, Jr. (Barbara Evans, '49).
20. Recollections of Mrs. Ben Curry, Jr. (Nancy Gwosden, '50).
21. *Arrow*, March 22, 1938, pp. 1, 3.
22. Ralph Lewando, "Audition Winner in Debut," *Pittsburgh Press*, February 23, 1945, p. 15.
23. Pennsylvania College for Women Bulletin, May, 1936, pp. 21-22.
24. Minutes of the Faculty, December 5, 1939.
25. Recollections of Mrs. James L. Kittle (Alice Chattaway, '41).
26. *Dart*, April 25, 1939, p. 1.
27. Jean McNair, "Club Dissolution Suggested," *Arrow*, March 15, 1937, p. 2.
28. *Arrow*, May 27, 1940, p. 6.
29. *Ibid.*, April 30, 1941, p. 43; May 26, 1941, p. 3.
30. *Ibid.*, January 18, 1937, p. 2.
31. *Ibid.*, February 19, 1941, p. 4.
32. *Ibid.*, December 13, 1943, p. 3.
33. Minutes of the Board of Trustees, III, 228 (April 9, 1941).
34. Herbert L. Spencer, "Introduction," in Francis Pendleton Gaines, *The New Importance of Liberal Education*, (Pittsburgh, 1944), p. 5.
35. Francis Pendleton Gaines, *The New Importance of Liberal Education*, pp. 7-15.
36. *Arrow*, January, 1945, p. 2.
37. Herbert L. Spencer to Arthur E. Braun, attached Minutes of the Board of Trustees, IV, p. 21.
38. *Ibid.*, p. 20.
39. Arthur E. Braun to Mrs. Charles H. Spencer, May 25, 1945, in Minutes of the Board of Trustees, IV, attached between pp. 24 and 25.

Chapter Twelve "SEEKING FOR ALL THAT'S TRUE," 1945-1959 Pages 209 to 236

1. Arthur E. Braun, "Report of the Committee on Selection of a President to the board of Trustees," May 22, 1945, Minutes of the Board of Trustees, IV, between pp. 24 and 25.
2. Paul R. Anderson, *Inaugural Address* (Pittsburgh, Pennsylvania, October 24, 1945), *passim*.
3. Minutes of the Board of Trustees, IV, 28 (October 2, 1945).
4. Paul R. Anderson, "Educating for Tomorrow" (Pittsburgh, Pennsylvania, September, 1946), pp. 4-6.
5. The program is described in the annual catalogues.
6. From 1950 to 1958 candidates for the Bachelor of Science Degree in Education and Bachelor of Science Degree in Nursing Education were permitted to substitute practice teaching and practical work in the hospital for actual tutorial work. In the spring of 1958 the faculty voted to make the tutorial thereafter a requirement for all degree candidates.

Notes

7. Minutes of the Faculty, November 3, 1948.
8. W. C. Brown Company (Dubuque, Iowa, 1949).
9. "A Survey of General College Policy and Curriculum of Pennsylvania College for Women," VIII, 1.
10. *Arrow*, March 7, 1952, p. 1.
11. *Ibid.*, October 24, 1952, p. 2.
12. The other institutions were Allegheny College, Boston University, Hamline University, and Ohio Wesleyan University. Since that time other institutions have been added to the list.
13. *Arrow*, October 3, 1958, p. 1.
14. Minutes of the Board of Trustees, IV, 126 (March 4, 1952).
15. *Ibid.*
16. *Ibid.*, IV, 83 (April 19, 1949).
17. Lucile Allen, Address to students in Leadership Training Program, September, 1958.
18. Samuel A. Martin, "The Records of 1903-1904," *Alumnae Recorder*, June, 1904, pp. 18-20.
19. *Alumnae Recorder*, June, 1916, pp. 15-17.
20. Minutes of the Board of Trustees, IV, 42, 63, 68, 71-72 (October 17, 1946; December 16, 1947; June 2, 1948; September 17, 1948). The cost of the chapel, organ, and furnishings was \$475,000.
21. *Arrow*, February 18, 1949, p. 1. At the same time a sealed copy of the letter was placed in the college safe, with instructions that it should not be opened until permission is given by the donors.
22. Minutes of the Board of Trustees, IV, 133 (June 5, 1952).
23. *Alumnae Recorder*, July, 1929, p. 1.
24. Paul R. Anderson, Matriculation Day Address, "What P.C.W. Stands For," September 18, 1953.
25. A. W. Schmidt to Paul R. Anderson, February 27, 1956. Bound with Faculty Minutes V, between pages 22 and 23.
26. Chatham College News Release, January 6, 1958.
27. Minutes of the Board of Trustees, IV, 75 (October 14, 1948).
28. *Arrow*, March 18, 1949, p. 12.
29. Press Release, June 8, 1952, "Pittsburgh International Contemporary Music Festival."
30. Copy of letter by Roy Harris addressed to each of the four hundred institutions receiving the records.
31. *Alumnae Recorder*, December, 1927, p. 2.
32. Minutes of the Board of Trustees III, 167-168 (March 25, 1931).

II: Members of the Board of Trustees *1869-1958*

A

Acheson, John C., 1915-24
Agnew, The Rev. B. F., 1883-84
Albree, Joseph, 1869-71
Allison, The Rev. James, 1875-76
Anderson, Paul R., 1945-
Armstrong, Thomas M., 1894-1903

B

Bakewell, William, 1869-90
Barker, William P., 1924-44
Beatty, The Rev. William T., 1869-82
Bell, Mrs. James A., 1946-
Bell, Thompson, 1878-81
*Berry, George A., 1869-1903
Blackburn, W. W., 1912-31
Blackburn, Frederick G., 1938-
Braun, Arthur E., 1923-
**Brown, Mrs. Earle A., 1957-60
Brown, The Rev. J. G., 1869-1903

C

Campbell, Robert D., 1932-34
Campbell, Mrs. Robert D., 1938-
Campbell, The Rev. W. O., 1884-87
Carnahan, The Rev. D. T., 1869-74
Clarke, Charles J., 1869-99
Clemson, D. M., 1912-16
Coolidge, Cora Helen, 1924-33
Cowan, The Rev. E. P., 1885-1903

D

Dilworth, Joseph, 1869-85
Dilworth, Lawrence, 1885-1912
Donnell, James J., 1908-15
Donner, William H., 1912-14
Dunbar, Alexander, 1923-25

E

Edwards, Mrs. Ogden Jr., 1918-22
Ewing, J. K., 1873-75
Ewing, Thomas, 1884-85

F

**Fairbanks, Mrs. F. B., 1946-49
Finley, J. B., 1904-1919
Frazer, John G. Jr., 1946-
Frew, Major William, 1869-80
Frew, William N., 1880-1915
Frew, Mrs. William N., 1918-40

G

Gill, Samuel E., 1897-1905
Gillespie, The Rev. J., 1869-82
Gillespie, Miss Mabel L., 1947-
Gray, J. C., 1904-25

H

Hampton, Moses, 1869-72
Hannah, A. Douglas, 1946-
Harbaugh, Springer, 1871-81
Harbison, Ralph W., 1919-
Hazard, Leland, 1956-58
Heinz, Mrs. Clifford S., 1951-
Hillman, Richard McL., 1948-
Holland, The Rev. William J., 1874-
1903
Holmes, The Rev. R. S., 1890-1905
Hornblower, The Rev. William H.,
1873-83
Howard, The Rev. W. D., 1869-76
Hubbard, Charles W., 1875-1902
Hussey, C. G., 1879-91

J

Jacobus, The Rev. M. W., 1869-76
Johnston, W. G., 1869-95

K

**Keister, Mrs. Albert S. F., 1949-52
Kelly, George A., 1881-97
King, James, 1869-80
Kumler, The Rev. J. P. E., 1886-1902

*Honorary Member, 1903-06

**Alumna Trustee elected for a term of three years

CHATHAM COLLEGE: *The First Ninety Years*

L

- Laughlin, H. Hughart, 1919-26
 Laughlin, James, 1869-82
 Laughlin, James Jr., 1883-1901
 Lewis, Charles F., 1932-
 Lindsay, The Rev. Henry D., 1899-1914
 Lloyd, David McK., 1880-1919
 Lloyd, Henry, 1869-79
 Lockhart, Charles, 1880-1904
 Lockhart, George D., 1937-42, 1946-
 Lockhart, Mrs. James H., 1918-21
 *Luthringer, Mrs. Marshall S., 1956-59

M

- MacBain, Hugh D., 1948-
 MacCloskey, James E., Jr., 1929-54
 Martin, Mrs. George Wilmer, 1924-46
 Marvin, S. S., 1894-1903
 Mayer, John A., 1951-56
 McClintock, Oliver, 1872-1922
 McClung, S. A., 1899-1903
 McClurkin, The Rev. J. K., 1903-23
 McConnell, C. B., 1894-97
 McCormick, The Rev. Samuel B., 1894-95
 McCune, John R., 1878-79
 McCune, Mrs. John R., 1925-56
 McEwan, The Rev. W. L., 1894-1937
 McKelvy, John H., 1881-96
 McKibbin, The Rev. William, 1881-89
 McKnight, Robert, 1869-85
 Mellon, Andrew W., 1919-37
 *Mellor, Mrs. Elizabeth Burt, 1940-43
 Miller, J. J., 1906-29
 Miller, Mrs. W. S., 1900-24
 Moorhead, John, 1873-81
 Moorhead, J. K., 1871-84
 Murdoch, Mrs. Alexander, 1924-
 Murdoch, H. J., 1881-1903
 Murdoch, J. M., 1890-96

N

- Nevin, Mrs. E. H., 1901-07
 Nevin, Mrs. John I., 1907-24
 Noble, The Rev. F. A., 1869-71

P

- Painter, C. H., 1899-1902
 Patterson, Joseph, 1876-78
 *Phillips, Mrs. John M., 1943-46

- Pitcairn, Robert, 1895-1903
 Price, Gwilym A., 1942-55
 Purvis, The Rev. George T., 1887-94

R

- Rea, William H., 1902-29
 Reid, The Rev. W. J., 1869-1902
 **Reitz, Miss Edna, 1955-58
 Renshaw, John A., 1869-93
 Richmond, The Rev. John M., 1882-89
 Ricketson, John H., III, 1937-47
 *Robinson, Alexander C., 1919-1956
 Robinson, The Rev. Thomas H., 1884-1903
 Russell, The Rev. R. M., 1894-1906

S

- **Sayers, Miss Catherine, 1952-55
 Scott, John, 1877-78
 Scovel, The Rev. S. F., 1869-91
 Seaver, Kenneth, 1928-33
 Shipp, Frederick B., 1922-32
 Shrom, The Rev. W. P., 1894-1903
 Slagle, J. S., 1869-74
 Smith, Lee S., 1906-17
 Smith, Mrs. William Watson, 1918-21
 Sneed, The Rev. F. W., 1902-03
 Spencer, Mrs. C. H., 1902-1950
 Spencer, Herbert L., 1935-45
 Sterrett, J. P., 1869-94
 Sterrett, J. R., 1899-1904
 Stevenson, William, 1869-74
 Stewart, R. E., 1893-1903
 Stites, The Rev. W. Scott, 1877-80
 Sutherland, The Rev. J. R., 1890-94
 **Swan, Mrs. George M., 1937-40
 Swift, The Rev. E. E., 1869-84

T

- Thaw, Benjamin, 1891-94
 Trimble, Thomas P., 1929-34

V

- Vandergrift, J. J., 1892-94

W

- Westinghouse, George Jr., 1884-1902
 Wightman, Thomas, 1869-92
 Wilson, John, 1869-74
 Wilson, The Rev. S. J., 1869-83
 Wood, J. Theodore, 1869-75
 Wood, W. DeWees, 1879-99
 Worcester, Edward, 1912-14

*Honorary Member, 1903-06

**Alumna Trustee elected for a term of three years

III: *Members of the Faculty and Major Administrative Officers*

Their Departments and Years of Service
1869-1958

A

Abbott, Harold E., *Chemistry*,
1936-39
Abbott, Helen, *Physical Education*,
1913-17
Acheson, John, *President*, 1915-22
Akmajian, Diran, *Music*, 1949-51
Aldrich, Frederic D., *Education*,
1957-
Alexander, Marjorie M., *Speech and
Drama*, 1950-51
Allen, Lucile Anne, *Dean*, 1952-
Anderson, Betty L., *Mathematics*,
1949-50
Anderson, Paul R., *President*, 1945-
Anderson, Robert B., *Music*, 1951-56
Andrew, Dorothy, *Psychology*,
1935-43
Andrews, J. Cutler, *History*, 1947-
Armstrong, Elizabeth B., *History*,
1903-11
Arnett, Willard E., *Philosophy*, 1957-
Arnold, Kathryn L., *Chemistry*,
1946-47
Ashman, Burt E., *Business Manager*,
1952-
Ayars, Gertrude N., *Music*, 1936-49
Ayers, Dorothy J.,
Secretarial Studies, 1942-46

Ayers, Irma, *Family Living*, 1941-44
Ayres, Jeanne-Anna, *English*,
1947-50

B

Bailey, Elmer J., *English*, 1918-20
Bailey, William L., *Sociology*,
1955-56
Barber, George S., *English*, 1953-55
Barish, Natalie, *Biology*, 1954-
Bartholomew, Marjorie, *Speech and
Drama*, 1928-30
Bartlett, Ethel L., *Chemistry and
Physics*, 1923-25
Beaman, Jeanne H., *Modern Dance*,
1957-
Beardsley, Wallace R., *Astronomy*,
1955-57
Beatty, William T., *Evidences of
Christianity*, 1870-82
Beebe, Mildred B., *English*, 1916-25
Becker, Lucia von Lueck, *History
and Political Science*, 1911-12
Benkert, Lysbeth, *Biology*, 1931-35
Bennett, Letitia, *Mathematics*,
1913-30
Bevier, Isabel, *Natural Science*,
1888-97
Bilbie, E. N., *Music*, 1898-1907
Bishop, Jean W., *Chemistry*, 1943-44

CHATHAM COLLEGE: *The First Ninety Years*

- Black, James, *President, Greek and Latin*, 1870-75
- Black, Suzanne, *Secretarial Studies*, 1953-54
- Blane, Beatrice, *History*, 1953-55
- Blayden, Patience Tanton, *Physical Education*, 1953-
- Boale, Frances E., *Social Service*, 1917-18
- Borsody, Stephen, *History*, 1947-
- Bose, Buddhadeva, *English*, 1953-54
- Botsaris, Amelia J., *Assistant Dean and Registrar*, 1957-
- Botsford, Wilson P., *English*, 1936-37
- Boyd, Lois Kramer, *Psychology*, 1943-45; 1946-48
- Braun, Elsie, *Librarian*, 1903-06
- Breed, Mary Bidwell, *Natural Science*, 1897-99
- Breisky, Laura B., *English*, 1923-26
- Brooks, Betty W., *Biology*, 1928-30
- Brown, Donna M., *Physical Education*, 1950-53
- Brown, Helen, *Spoken English*, 1926-30
- Brown, Henrietta, *Physical Education*, 1912-13
- Brownson, Mary W., *Biblical Literature*, 1882-97; *History* 1897-1920
- Buchanan, Albert Brown, *Chaplain, Religion*, 1951-52
- Bugbee, Henry G. Jr., *Philosophy*, 1954-57
- Burroughs, William H., *Natural Science*, 1873-74
- Butler, E. J., *Music*, 1874-78
- Butler, Jeanne Rieu, *French*, 1928-38
- Butler, Nita L., *Greek and Latin*, 1928-42
- Butterfield, Alice D., *Chemistry and Biology*, 1910-18
- C
- Calkins, Helen, *Mathematics*, 1930-57
- Campbell, Emma Mellou, *Librarian*, 1906-16
- Campbell, Fannie B., *Art*, 1884-91
- Campbell, Josephine, *Field Representative*, 1935-42
- Campbell, Wilburn C., *Chaplain, Religion*, 1948-50
- Cardona, Rudolph, *Spanish*, 1956-
- Carlson, Mildred, *Music*, 1930-31
- Challinor, Kathryn, *Biology*, 1942-44
- Chapman, Guy P., *History*, 1948-49
- Christiani, Adolf F., *Music*, 1871-73
- Christiani, Maud, *Music*, 1871-73
- Clark, Jane B., *Mathematics*, 1887-1906
- Collins, Earl B., *Music*, 1936-44
- Collins, Marcus W., *Sociology*, 1946-47
- Coolidge, Cora Helen, *Dean, English and Education*, 1906-17; *President*, 1922-33
- Copeland, Margaret E., *Speech and Drama*, 1951-52; 1954-57
- Corey, Vickey, *Director of Public Relations*, 1955-58
- Coster, Mrs. Maurice, *Music*, 1889-93
- Cotton, Jo Hailey, *Education*, 1943-48
- Craig, Anna B., *Art*, 1914-30
- Critchlow, Mary, *English*, 1889-95
- Croff, Grace A., *English*, 1925-28
- Culley, David E., *Biblical Literature*, 1922-23
- Cummins, John W., *English*, 1954-
- D
- Dale, G. Walter, *Education*, 1876-78
- Dale, Jane E., *Chemistry*, 1922-23
- Dalzell, Jean R., *Assistant Dean*, 1946-49
- Danforth, Elizabeth, *Physical Education*, 1946-47
- Danse, Alphonse M., *French*, 1870-72

Members of the Faculty and Major Administrative Officers

- Davis, Arthur L., *German*, 1947-;
Librarian, 1950-
- Davis, Eleanor L., *Biology*, 1946-53
- Davis, George F., *Economics*,
1950-51
- Davis, T. D., M.D., *Physiology and
Hygiene*, 1880-90
- De la Newville, Alice, *French, Span-
ish, and Italian*, 1918-31
- DeJonge, Joost Kiewiet, *Astronomy*,
1957-
- Detchen, Lily, *Evaluation Services*,
1948-
- DeVallay, Josephine P., *French*,
1899-1913
- DeVore, R. Jennie, *President, Logic*,
1894-1900
- Dickey, Jean, *Physical Education*,
1943-45
- DiTommaso, Louis, *Spanish*, 1947-51
- Donaldson, Margaret L., *Director of
Admissions*, 1946-52; 1957-
Director of Alumnae Relations,
1954-57
- Dossman, L. Georgette, *French*,
1894-99
- Doutt, Margaret T., *Biology*,
1935-44; 1955-56
- Doxsee, Carll W., *English*, 1920-53
- Draper, Arthur L., *Astronomy*,
1945-48
- Draper, Inez Estel, *Elocution and
Physical Education*, 1895-1900
- Dumot, Jane, *Chemistry*, 1953-55
- Dysart, Laberta, *History*, 1926-58
- E
- Eastman, Elizabeth, *Dean, History of
Art*, 1903-06
- Egli, Eleanor S., *Music*, 1920-30
- Eisler, Esther E., *Chemistry*, 1925-26
- Eldredge, Frances, *English*, 1953-
- Elliott, Mabel A., *Sociology*, 1947-
- Ely, Edith G., *French*, 1913-35
- Errett, Helen G., *Physical Education*,
1930-43
- Errett, Jane, *Physics*, 1919-21
- Espy, R. St.C., *Italian*, 1876-79
- Evans, Anna L., *History*, 1924-47
- Evanson, Mildred Throne, *Speech
and Drama*, 1945-
- F
- Farr, Florence M., *Music*, 1920-23
- Farr, Lois M., *Music*, 1922-26
- Fellows, Henrietta, *French and
German*, 1884-88
- Ferguson, Phyllis Marschall, *Speech
and Drama*, 1943-
- Few, Ina, *Music*, 1906-09
- Fish, Harold D., *Zoology*, 1922-23
- Fisher, Jean W., *Music*, 1910-12
- Fisher, Nellie C., *Music*, 1896-1900
- Fisher, Samuel J., *Moral and Mental
Philosophy*, 1878-1900; *Biblical
Literature*, 1914-17
- Fitz-Randolph, Brunhild, *German*,
1922-28
- Fletcher, David A., *Chemistry*,
1946-49
- Flynn, Eleanor J., *Economics and
Sociology*, 1926-31
- Foltin, Edgar M., *Psychology*, 1949-
- Fowler, Elizabeth Ann, *Director of
Admissions*, 1951-54
- Friday, Lucy, *German*, 1895-97
- Fulton, Evelyn W., *Recorder*,
1945-47
- Fulton, Margaret, *Education*,
1953-57
- Fulton, R. H., *Chemistry*, 1870-72
- G
- Galt, Caroline M., *Greek and Latin*,
1899-1903
- Garner, James B., *Chemistry*,
1918-25
- Geer, E. Harold, *Music*, 1952-55
- Geil, Elfrieda Hemker, *Chemistry
and Physics*, 1930-35

CHATHAM COLLEGE: *The First Ninety Years*

- Geil, Glen W., *Physics*, 1931-35
 George, Katherine, *Sociology*, 1957-
 Gibbons, Carrie R., *Mathematics and History*, 1870-73
 Giddens, Meredyth S., *French*, 1946-47
 Gifford, Marion E.,
Physical Education, 1918-23
 Gill, Helene Roelofs, *French*, 1943-46
 Gillespie, John, *Moral and Mental Philosophy*, 1870-74
 Gilpatrick, Meredith P., *Political Science*, 1954-55
 Gittings, Joseph H., *Music*, 1879-1907
 Goebel, Catherine L., *Director of Public Relations*, 1945-53
 Gold, Sonia S., *Economics*, 1951-54
 Goodell, Alice, *Music*, 1924-36
 Gordon, Nancy M., *History*, 1955-57
 Graham, Eleanor J.,
Physical Education, 1940-46
 Graham, Lloyd Saxon, *Sociology*, 1951-54
 Graham, Mae C., *Zoology*, 1922-23
 Graham, Robert X., *English*, 1935-36
 Graziani, Elsie, *Music*, 1909-12
 Grebe, Carl, *Music and German*, 1870-72
 Grebe, Mathilde, *French and German*, 1874-75
 Green, Laura C., *Greek and Latin*, 1901-10; 1913-36
 Greene, Janis Stewart,
Family Living, 1944-
 Greenwood, Nancy D., *Modern Dance*, 1944-45
 Griffith, Benjamin H., *History*, 1957-
 Griffith, Helen, *Biology*, 1937-40
 Griffith, Pearl, *Spoken English*, 1927-28
 Griggs, Christine, *Music*, 1928-36
 Griggs, Marion T., *French*, 1935-43
 Griswold, Sylvia, *Biology*, 1926-28
 Grunberg, Irene, *German*, 1951-53; 1955-56
 Gulyas, Elsie, *Chemistry*, 1949-53
 Gunderman, Hanna, *Secretarial Studies*, 1937-42; *Assistant Treasurer*, 1942-46; *Bursar*, 1942-

 H
 Haagen, C. Hess, *Psychology*, 1945-46
 Hahn, Dorothy A., *Chemistry and Biology*, 1899-1906
 Hamilton, Thomas H., *Vice-President, Political Science*, 1948-53
 Hansen, Alice E., *Librarian*, 1942-50
 Harder, Robert L., *Philosophy*, 1956-57
 Harlan, Nora Lewis, *Director of Admissions*, 1954-57; *Director of Alumnae Relations*, 1957
 Harris, Johana, *Music*, 1951
 Harris, Olive O., *Education*, 1930-33
 Harris, Roy, *Music*, 1951-56
 Hartman, Lois P., *Physical Education*, 1923-25; 1928-34
 Hawk, Grace E., *English*, 1921-23
 Hayes, Frank E., *Philosophy*, 1957-
 Hazlett, Emma E., *Mathematics*, 1876-82
 Heil, Shirley H., *Chemistry*, 1955-56
 Held, Lillie B., *Music*, 1936-50
 Henderson, S. M., *Greek and Latin*, 1874-78
 Hering, Dogmar, *German*, 1957-58
 Hershey, Sarah Bramman, *Music*, 1873-75
 Herwig, Agnes L., *German*, 1928-32
 Herzberg, Donald, *Assistant to the President for Public Relations*, 1953-55

Members of the Faculty and Major Administrative Officers

Hill, Margaret, *Education*, 1955-
Hines, Kate Shepard, *History and History of Art*, 1901-02
Hines, Gabriel L., *Music*, 1916-18
Hogeboom, Ellen, *Natural Science*, 1878-80
Hogue, Mary J., *Chemistry and Biology*, 1909-10
Holcomb, Violet L., *Physics and Philosophy*, 1911-19
Holland, W. J., *Greek and Latin*, 1878-80
Holman, Margaret, *Greek*, 1903-06
Horn, Annabelle B., *Biology*, 1944-49
Houston, M. E., *Natural Science*, 1880-84
Houston, Mary E., *French*, 1923-28
Howell, Gladys, *Accountant*, 1932-42
Hubbard, S. Esther, *Physical Education*, 1917-18
Hunter, Delores P., *Secretarial Studies*, 1949-50
Hunter, Laura N., *Biology*, 1936-40; 1945-46
Hutman, Norma L., *Spanish*, 1957-

I

Ingersoll, Melba M., *Social Service*, 1922-23
Irish, Ellen G., *Art*, 1951-52

J

Jackson, Eva Cohen, *Greek and Latin*, 1926-28
Jacoby, Thomas, *Chemistry*, 1943-44
Jameson, Margaret Storm, *English*, 1948-49
Jewell, Mary, *Physical Education*, 1925-30
Jewett, Emma M., *History and History of Art*, 1895-1903
Johnson, Mary E., *Social Service*, 1923-26
Jones, Genevieve, *Modern Dance*, 1940-41; 1947-52

Jones, Martha E., *Assistant Dean*, 1951-52

K

Kaeiser, Margaret, *Biology*, 1940-41
Kaiser, Carl W., *Economics*, 1946-50
Kalla, Erwin, *Art*, 1952-53
Karpf, Bertram, *Psychology*, 1956-57
Kathan, Maude C., *Physical Education*, 1909-12
Keefe, William J., *Political Science*, 1952-
Keil, Helen, *Music*, 1930-36
Keller, Marjorie A., *Secretarial Studies*, 1946-47
Kenway, Geneva, *Psychology*, 1946-52
Kern, Edith, *French*, 1954-56
Kerst, Vanda E., *Spoken English and Drama*, 1907-42
Kimball, Marjorie, *Spanish*, 1931-35
Kimberly, Elizabeth, *Drama*, 1944-45
Kimberly, George B., *Drama*, 1942-45
Kinder, James S., *Education and Psychology*, 1923-53
King, James, M. D., *Physiology and Hygiene*, 1870-80
Kirk, Rachel, *Field Representative*, 1943-45
Kiser, Margaret, *Director of Placement*, 1957
Knapp, Ella A., *English*, 1900-04
Knapp, Marion, *Physical Education*, 1906-10
Koelker, Ida S., *Music*, 1912-14
Koerner, Henry, *Art*, 1952-53
Kolb, Mary, *Recorder*, 1929-37; *Physical Education*, 1935-37
Kolberg, Hugo, *Music*, 1948-49
Korns, Dorothy, *Chemistry and Physics*, 1929-31
Kubisak, Stephen J., *Art*, 1947-48
Kuschmierz, Ruth L. M., *Latin and German*, 1957-

CHATHAM COLLEGE: *The First Ninety Years*

L

- Labarthe, Pedro Juan, *Spanish*, 1946-54
 Lamon, Helen, *Art*, 1870-75
 Lane, Calvin W., *English*, 1956-
 Laskey, Marion E., *Biology*, 1941-43
 Lawson, George B., *Psychology and Education*, 1916-18; *Philosophy and Biblical Literature*, 1919-22
 Layton, S. Herrick, *Philosophy*, 1922-23
 LeClair, Charles, *Art*, 1946-
 LeMoyné, Madeleine, *Mathematics*, 1870-73
 Lewando, Ralph, *Music*, 1930-49
 Lewis, Mary D., *English*, 1904-06
 Liem, Channing, *Political Science*, 1949-
 Lindsay, Henry D., *President, Philosophy*, 1906-14
 Lindsay, Mary D., *English*, 1910-17
 Lippert, H. E., *French and German*, 1874-76
 Little, Jane C., *Secretarial Studies*, 1947-49
 Lively, John R., *Music*, 1950-51
 Logan, Alice L., *Social Service*, 1908-09
 Long, Lois R., *Physical Education*, 1945-46
 Lovejoy, Deborah, *Greek*, 1906-07
 Ludden, Virgie, *English*, 1870-71

M

- MacDougall, Frank H., *Chemistry*, 1952-54
 Macek, Josef, *Economics*, 1957-
 MacKensie, Mae B., *Music*, 1914-29
 MacLachlan, Margaret J., *Physical Education*, 1943-48
 Maeder, Carl, *Music*, 1885-88
 Mahler, Elfriede, *Modern Dance*, 1945-47
 Malfatti, Lorenzo, *Music*, 1956-

- Mantell, Winifred E., *Art*, 1945-46
 Markle, Chester J., *Chemistry*, 1954-
 Marks, Mary Helen, *Field Secretary*, 1916-19; *Registrar*, 1919-22; *Dean*, 1922-52; *Acting President*, 1933-35
 Martin, Albert, Jr., *Biology*, 1952-53
 Martin, Chalmers, *President*, 1900-03
 Martin, Phyllis Cook, *Biology*, 1935-37; 1940-
 Martin, Samuel, *President, Philosophy*, 1903-06
 Martin, William H., *Mathematics*, 1908-13
 Maxwell, Erla C., *Music*, 1947-48
 May, John W., *Economics*, 1943-46
 Mayhew, Charles, *Music*, 1912-18
 Mayhew, Mrs. Charles, *Music*, 1916-18
 McBurney, M. Marguerite, *Chemistry*, 1917-22
 McCarty, Harriet D., *Librarian*, 1926-42
 McCollum, J. P., *Music*, 1880-83
 McDaniel, Patti, *Physical Education*, 1951-56
 McFarland, Mary Ida, *Recorder*, 1938-42
 McFetridge, Lillian, *Accounting*, 1942-43
 McGraw, Leslie D., *Chemistry*, 1945-46
 McGuire, Mary A., *English*, 1956-
 McIntyre, Joseph, *Music*, 1900-02
 McKnight, R. J. G., *Religious Education*, 1932-34
 McLaren, James C., *French*, 1956-
 Means, Ellen G., *English*, 1895-1900
 Meloy, Luella P., *Social Service, Sociology and Economics*, 1909-35
 Merritt, Frances J., *French and Italian*, 1917-19
 Minor, Jessie, *Chemistry and Biology*, 1918-19
 Montgomery, Amelia, *Chemistry and Biology*, 1906-09

Members of the Faculty and Major Administrative Officers

- Montgomery, Edward W., *Sociology and Economics*, 1935-46
- Moor, N. R. High,
Religious Education, 1937-47
- Moore, Helen Jean, *English*, 1944-45
- Moorhead, Ruth M., *English*, 1939-40
- Morey, Ruth E., *History*, 1920-25
- Morgan, Irwin, *Music*, 1907-09
- Morris, J. V. L., *Education and Psychology*, 1921-23
- Morris, Mary S., *Secretarial Studies*, 1950-51
- Morse, Barbara, *Assistant Dean*, 1952-
- Muir, Ethel G., *Philosophy*, 1900-03
- Mulholland, Jennie, *English*, 1892-95
- Mutch, William W., *Physics*, 1935-37
- Myers, Joan C., *Recorder*, 1942-45
- N
- Neeson, Jack H., *Speech and Drama*, 1956-58
- Negley, Sallie, *English*, 1882-89
- Newcomer, Mabel, *Spanish*, 1944-46
- Newland, Ruth, *French*, 1947-53
- Nicholls, Sarah F., *Physics*, 1922-23
- Norman, John, *Political Science*, 1946-49
- O
- Oetting, William H., *Music*, 1906-07
- Organ, Troy, *Philosophy*, 1946-54
- Ossman, Albert J., Jr.
Economics, 1957-
- Owens, Marguerite Mainssonnat,
French, 1938-53
- P
- Parker, George F., *Philosophy and Religion*, 1952; *Chaplain*, 1953-
- Paterson, Mabel, *Biology*, 1953-54
- Paul, Mary Jane, *Spoken English*, 1917-25
- Pelletreau, Helen, *Preceptress*, 1871-78; *Political Science and English*, 1871-94; *President*, 1878-94
- Peterson, Margaret L., *English*, 1950-53; 1954-55
- Piel, Elizabeth, *German*, 1932-47
- Pierce, Alfred E., *Economics*, 1954-57
- Pike, Mary Jane, *Greek and Latin*, 1880-1898
- Porter, Elfa, *Education*, 1956-
- Potts, Hugh E., *Natural Science and Biology*, 1947-53
- Pregler, Hedwig O., *Education*, 1948-53
- Primrose, Helen J.,
Physical Education, 1947-50
- Proctor, Georgia, *Librarian*, 1916-26
- Purviance, Ettie S., *Mathematics*, 1873-76
- Putnam, George W., *English*, 1906-18
- Q
- Quaintance, Alma, *Chemistry*, 1926-27
- R
- Ralston, Howard L., *Music*, 1944-49
- Rand, Vivian M., *English*, 1937-47
- Randolph, Helen, *German and Italian*, 1913-17
- Rankin, Walter L., *Natural Science*, 1870-73
- Rasdorf, Cecilia, *Secretarial Studies*, 1954-58
- Read, Florence F., *Education*, 1948-53
- Redick, Patricia C., *Spanish*, 1954-57
- Reidenbaugh, Howard Richard,
Secretary of the College, 1956-58
- Reuck, Mamie, *Music*, 1887-91
- Rhoads, Catherine, *Education*, 1953-55
- Richardson, Fanny, *Elocution*, 1879-82
- Rigby, Marilyn K., *Psychology*, 1948-49

CHATHAM COLLEGE: *The First Ninety Years*

- Rix, Virginia, *Speech and Drama*, 1949-50
- Robb, Margaret, *Speech and Drama*, 1930-43
- Roberts, Mary Morison, *Physical Education*, 1948-51
- Robinson, Alta A., *English*, 1928-36
- Robinson, Fannie, *French*, 1870-72
- Robson, Margaret, *Modern Dance*, 1943-44
- Rockwell, Mabel D., *Music*, 1919-30
- Roop, Isabel R., *Spoken English*, 1915-16
- Root, Florence, *Greek and Latin*, 1910-13; *Dean*, 1917-22
- Rosenberg, Samuel, *Art*, 1937-44
- Rosenberger, Dora, *French and Italian*, 1919-21
- S
- Schneider, Wallace, *Physics*, 1946-49
- Scholl, Allen W., *Chemistry*, 1939-43
- Scott, Stanley, *Philosophy and Biblical Literature*, 1923-32
- Searles, Helen, *Greek and Latin*, 1898-99
- Sehmann, Betty Jane, *Registrar*, 1947-51
- Seitz, Elizabeth M., *Mathematics*, 1943-45
- Shaffer, Mabel, *Greek and Latin*, 1924-25
- Shamburger, Mary I., *English*, 1925-44
- Shaw, M. Oclo, *Speech*, 1937-38
- Shields, Dorothy, *Economics*, 1935-43
- Shirley, Florence F., *History and Political Science*, 1944-46
- Shuman, Anna Jane Phillips, *English*, 1949-54
- Shupp, Hazel Cole, *English*, 1935-53
- Skilton, Alice T., *German*, 1894-1912
- Skinker, Mary S., *Biology*, 1923-28
- Skinner, Edith, *Speech*, 1944-45
- Skinner, H. Clay, *Psychology*, 1926-30
- Sloan, Mary Catherine, *Director of Admissions*, 1945-46
- Sloan, Samuel A., *Mathematics*, 1945-46
- Smith, David, *Art*, 1956-
- Smith, Donald F., *Chemistry*, 1944-45
- Smith, Ida, *Art*, 1891-92
- Smith, Mary H., *Natural Science*, 1884-88
- Snyder, Dana P., *Biology*, 1952-53
- South, Seba G., *Social Service*, 1916-17
- Speakman, Frederick B., *Religion*, 1950-51
- Speicher, Kathryn Gilmore, *Biology*, 1931-35
- Spencer, Herbert L., *President*, 1935-45
- Stadtlander, Elizabeth, *Education*, 1944-45
- Stanforth, Alvin T., *Psychology*, 1930-32
- Staples, Ruth E., *Spanish*, 1936-46
- Starr, Evelyn C., *German and Spanish*, 1912-20
- Stevenson, J. Ross, *Biology*, 1956-
- Stewart, Margery, *Chemistry*, 1917-18
- Stickley, Elmer, *Physics*, 1935-42
- Stolarevsky, Mihail, *Music*, 1948-
- Storey, James S., *Art*, 1948-58
- Strong, Thomas, *President, Moral and Mental Philosophy*, 1875-78
- Stuart, Margaret A., *Secretary and Assistant Treasurer*, 1911-40
- Stuart, Theodore S., *Sociology*, 1908-09
- Succop, Edith V., *Chemistry*, 1947-49
- Sullivan, Caroline Sumpter, *Spoken English and Drama*, 1926-27
- Sward, Kieth, *Psychology*, 1932-35

Members of the Faculty and Major Administrative Officers

Swisshelm, Ruth Hunter, *Alumnae Secretary*, 1953-

T

Taylor, Clifford O. Jr., *Music*, 1950-

Taylor, Eleanor K., *English*, 1927-40

Teats, Jean, *Mathematics*, 1946-47

Thode, Harry G., *Chemistry*, 1936-37

Thurston, Flora M., *Psychology*, 1952-53

Tilley, Ethel, *Religious Education*, 1934-36

Trammell, Margaret R., *Chemistry*, 1956-

Tressler, Katharina M., *Chemistry and Physics*, 1927-30

Trimble, Lester, *Music*, 1949-51

Trozzo, Norma, *Speech and Drama*, 1947-49

U

Uphill, Phyllis A., *Assistant Dean, Registrar*, 1952-57

V

Ver Kruzen, Marguerite, *Physical Education*, 1956-

Vincent, Elizabeth Lee, *Psychology*, 1952-

W

Wade, Florence, *French and German*, 1888-93

Wadleigh, A. E., *Natural Science*, 1874-78

Walker, Effie L., *History*, 1926-44

Wallace, Earl K., *Chemistry and Physics*, 1925-

Walters, H., *French*, 1879-82

Ward, John N., *Natural Science*, 1949-55

Waterman, Lois L., *Assistant Dean, English*, 1949-51

Watkins, Georgiana, *Music*, 1878-80

Watkins, Kate, *Art*, 1894-1900

Way, Agnes C., *Art*, 1875-84

Welker, Helene, *Music*, 1929-58

Wenneker, Jerome S., *Speech and Drama*, 1946-

Wheeler, Carlton E., *Mathematics*, 1906-08

Wheeler, Ella A., *Music*, 1896-99

White, Elizabeth B., *History*, 1912-24

Whiting, Amos, *Music*, 1883-89

Whiting, Anna Rachel, *Biology*, 1928-36

Whitmer, T. Carl, *Music*, 1909-17; 1948-50

Wichmann, Russell G., *Music*, 1937-38; 1946-

Wild, Walter, *Music*, 1918-20

Williams, Catherine J., *Music*, 1920-24

Williams, Constance, *Economics and Sociology*, 1932-35

Williams, Julian, *Music*, 1950-51

Willson, Mary Grier, *English*, 1908-09

Wilson, Mary F., *Physics and Physiology*, 1921-22

Winebrenner, Augusta, *Secretarial Studies*, 1951-53

Winters, Edna S., *Psychology and Education*, 1918-21

Witz, Kathryn R., *Sociology*, 1949-51

Woodburn, Janet, *History*, 1924-26

Wooldridge, Susan, *Chemistry*, 1943-44

Wright, Elizabeth, *Elocution*, 1892-95

Y

Yeager, Kenneth W., *Economics and Sociology*, 1941-42

Z

Zack, Doris Jeanne, *French*, 1953-54

Zetler, Robert L., *English*, 1945-

Zimmerman, June F., *Chemistry*, 1949-52

Zimmerman, Martha E., *Education*, 1956-57

IV: *Alma Mater—1*

Our Alma Mater sits enthroned
Above the hurrying town;
The changeful years have never dimmed
The glory of her crown.
She keeps the white without a stain,
The purple queenly still,
While countless hearts look up to her—
The College on the hill.

A constant throng with backward gaze
Pass out the well-known door;
The world lets some return again,
But many nevermore.
Yet though the path winds far from her,
Their feet can never stray;
Their Alma Mater guides them still,
A thousand miles away.

Each year new voices swell her praise,
Some well-loved face is gone;
Death calls us to him one by one,
But still the song goes on.
As long as Pennsylvania keeps
Her watch-fires burning bright,
Shall Pennsylvania's daughters sing
The purple and the white.

Tune: Auld Lang Syne

*Words by Anne P. Meloy, '96
(written 1899)*

V: *Alma Mater*—2

While building dreams anew,
 Seeking for all that's true,
Our Alma Mater we pledge our faith in you
 Like cornerstones of temples
Polished and gleaming, strong and secure,
 We'll shape our lives to be
Mansions of beauty to endure.

Music by Juliet Weller, '37

Words by Katherine Pyle, '37



Index

A

- Abbott, Helen, 132, 148
 Abrams, Estelle, 72
 Acheson, Jean, 72
 Acheson, John Carey, eighth president of college, 147, 225, 229; background, 147; inauguration, 148; plan for college, 151; quoted, 152, 155; war work in France, 153; encouraged in progress of plan, 156; address on fiftieth anniversary, 157; resignation, 160; attention to academic matters, 164, 165
 Acheson, Mary, 79; *see also* Spencer, Mrs. Charles H.
 Addams, Jane, 133, 152
 Admission of students, requirements first year, 22; revised 1895, 99; tests, 221
 Aiken, David, 14, 16
 Aiken, Mrs. David, 14
 Aiken, Rachel Castleman, iv, 16; trustee of Pelletreau Scholarship Fund, 118
 Aiken, Thomas, 14
 Allen, Lucile, fifth dean of college, background, 221-222; responsibilities relative to faculty and curriculum, 222; expansion of student leadership training program, 223-224; activities on and off campus, 224-225; resignation, 224; honorary degree from college, 224
 Alma Mater, songs, 107-108, 189; *see also* Appendices IV and V
 Alumnae, Alumnae Association organized, 49, 96; *Alumnae Recorder* first issued 1883, 79; memorial window in chapel of Dilworth Hall, 87; request representation on Board of Trustees, 96; origin of Decade Clubs, 108; fund-raising projects, 118, 142, 169, 176, 226; lectures on campus, 133; named successor to Mrs. Miller on Board of Trustees, 168; Alumnae Council formed, 172; secretary on campus, 172; plan to erect building to honor Miss Coolidge, 174; sponsored classes in adult education, 183; annual gift fund, 183; alumnae trustees elected triennially for term of three years, 191; and since 1955 annually for term of three years, 232; agreement on allocation of annual gifts, 235; representatives assist in selection of students, 235
 American Chemical Society, college accredited by, 216; student affiliate, 216
 Anderson, Grace, 142
 Anderson, Hurst R., 210
 Anderson, Paul Russell, eleventh president of college, v; background, 209; inaugural address, 209; quoted 209, 230, 231; first report to Board of Trustees, 210, 230; educational planning, 210; participation in world conferences, 217; buildings, 229
 Andrew, Dorothy, 196
 Andrew Mellon Hall, 193, 216
 Andrews, J. Cutler, v, 220
 Armstrong, Mrs. Elizabeth Boale, 128
Arrow, 184; special recognition, 185, 202; changes in, 202
 Art, department of, 32, 54, 56, 70, 102; attained status of major subject, 219
 Arthur E. Braun Hall of Administration, 228
 Arts, course in, 213; annual production, 224
 Athletics, games and sports, 34, 106, 138, 181; athletic field built, 138; Athletic Association, 181; hockey field and archery range, 228
 A. W. Mellon Educational and Charitable Trust, grant in support of crea-

CHATHAM COLLEGE: *The First Ninety Years*

tive arts, 219; gifts to endowment, 230; gift to development fund, 230
Ayars, Gertrude N. (Mrs. Robert D.), 198

B

Barbour, Clifford E., trustee, 232
Barker, Harriet, 168
Barker, William P., trustee, 168
Barker, Mrs. William P. (Eliza Bryant), iv, quoted 68, 90, 119, 168
Barnes, Martha, iii
Beatty, William Trimble, 5, 13, 20, 124; first pastor of Shadyside Presbyterian Church, 15; background and description, 15; leadership in founding college, 16; quoted, 18, 20; first secretary of Board of Trustees, 30; as teacher, 33, 37, 53, 63; as preacher, 37; appraisal of, 84; memorial windows, 84; father of Louise Homer and grandfather of Samuel C. Barber, 84; *see also* Beatty Hall
Beatty Hall, former William H. Rea residence named for founder of college, 226
Beecher, Catharine, plan for collegiate education of women, 9
Bell, Mrs. James A. (Mary Louise Succop), trustee, 231
Benedum, M. L., leased property to college, 226
Benedum, Mrs. Paul G., trustee, 232
Bennett, Letitia, 130, 179
Beringer, Aimee L., 114; *see also* Murdoch, Mrs. Alexander
Berry, Alice Jeane, iv
Berry, George A., 19, 57, 117, 191; member of first Board of Trustees, 30; treasurer, 43; financial assistance to college, 45; honorary life member of board, 117; *see also* Berry Hall
Berry Hall, Berry mansion acquired to house college, 19; description of, 19; first extension, 38, 42; called Berry Hall since 1888, 86; fourth story added, 103; declared beyond repair, 193; college life, 201; demolition of, 228
Bevier, Isabel, 100, 101
Biology, department of, 33, 51, 102, 130, 197
Black, Elizabeth (Lizzie), 27; tribute to her father, 61

Black, James, first president of college, 21, 39; background, 21; organized first course of study, 22; inauguration, 28; assisted by wife in directing social life of students, 28; quoted, 28, 48; as teacher, 33, 39, 52; vesper services, 37; resignation, 47-48; appreciation expressed by trustees, 48; tributes in memory of, 61
Blackburn, Frederick G., trustee, 191, 231
Blackburn, William W., trustee, 154, 191
Blair, Nancy, 114
Boale, Elizabeth, 79; *see also* Armstrong, Mrs. Elizabeth B.
Borsody, Stephen, 217, 220
Bose, Buddhadeva, 218
Bowman, John G., 160
Brannan-Hershey, Mrs. Sarah, 55
Brashear, John, 70, 73, 78, 175
Braun, Arthur E., trustee, 167; president of Board of Trustees, 167, 172, 210; quoted, 189, 193, 207; appraisal of, 228-229; honorary degree from college, 231; *see also* Arthur E. Braun Hall of Administration
Breed, Mary B., quoted, 68, 69, 74, 82, 148; member of faculty, 102
Bridges, Joanne, 216
Bridgman, Percy Williams, 217
Brodock, G. Stuart, 115
Brown, Mrs. Earle A. (Louise Graham), alumna trustee, 232
Brown, Muriel, 206
Brownlee, Janet Lowrie, iv, principal of preparatory school and later assistant to dean of college, 126, 151; quoted, 127
Brownlee, Janet L. (II), first president of S. G. A., appreciation of Dr. Lindsay, 144
Brownson, Mary W., 113, 128, 147, 155, 156, 157; quoted, 120, 144
Bryant, Eliza, 79; *see also* Barker, Mrs. William P.
Bryant, Sarah (Mrs. William M. Stevenson), iv, 79
Buhl Foundation, The, grant to build science hall, 174; endowment for humanities, 221; grant to build hall of humanities, 229
Buildings, original house, 19, 21, 25; building to close of nineteenth century, 38, 42, 85, 87, 103; skyline at

Index

- close of century, 103; need for more buildings, 103, 116-117, 143, 193; twentieth-century building to World War I, 141; purchase of houses on Murray Hill Place and Murray Hill Avenue, 173, 228; building, an aspect of forward movement, 174-176; plan to replace nineteenth-century structures, 193; gift of Mellon property, 193-194; gift of Fickes property, 194; acquisition of Rea and McCargo properties, 225-226; recent building, 227-229; demolition of nineteenth-century structures, 228; *see also* names of individual buildings, as Berry Hall, Dilworth Hall, etc.
- Burt, Pauline, 130
- Butler, Mme Jeanne Rieu, 177
- Butler, Nita L., 177
- Butterfield, Alice D., 130, 163
- C
- Calkins, Helen, 179-180
- Campbell, Emma Mellou, 135-136
- Campbell, Mrs. Fannie B., 70
- Campbell, Robert D., trustee, 173
- Campbell, Mrs. Robert D., trustee, 191; establishment of Mary Helen Marks Visiting Professorship, 221; honorary degree from college, 231
- Campus, site of, 1, 19, 25; relocation considered, 152; expansion on Murray Hill Place and Murray Hill Avenue, 173, 229; extended by gifts of Mellon and Fickes properties, 193, 194-195; extended by Rea and McCargo properties, 228; long-range plan for campus development, 230-231; as it is 1959, 236
- Carnegie Institute, advantages offered faculty and students, 105
- Carman, Harry, 216, 230
- Carpenter, Sara, 155
- Carson, Rachel, 179
- Certification for teaching, 128, 178
- Chapel, in Dilworth Hall, 87; erection of new chapel, 227; made possible by anonymous gifts, 227; address by Mrs. Charles H. Spencer at laying of cornerstone, 227
- Chapman, Guy P., 218
- Chatham, Earl of, William Pitt the Elder, and beginning of Pittsburgh, 2; name adopted by college, 2, 235
- Chatham College, *see* College
- Chemistry, department of, 33, 51, 102, 130, 344; accredited by American Chemical Society, 216
- Chislett, Mrs. Richard (Mary Renshaw), 155
- Christiani, Adolph F., 54-55; *Principles of Expression in Pianoforte Playing*, 55
- Christiani, Mme Maud, 53, 55
- Clark, Mrs. John B. (Mary Mathews), iv, 149
- Clarke, Georgia, 74
- Clarke, Jane B., 68, 91
- Clubs, Dramatic, 78, 115, 131; Omega, 129, 139; *Der Deutsche Verein*, 139; *Cercle Francais*, 139; Kappa Tau Alpha, 180; International Relations, 183, 203, 218; nine departmental clubs listed in 1936, 202; under criticism, 202-203; moratorium, 203; Studio 49, 225
- Co-curricular activities, 222-225
- Cohen, Marion, 198
- Coleman, Mrs. John (Mary Grier Willson), quoted, 114
- College, site, 1, 19, 25, 103, 225-226; names, 1, 88-90, 234-235; established by Presbyterians, 11-12, 16; prospectus, 16-17; non-denominational, but two-thirds of trustees Presbyterian, 17, 32; charter granted, 18; charter amended, 124-125; motto and seal selected, 37; seal redesigned, 235; achievements of first year, 39-40; three-term year tried, 52; way of life, 74-78, 106-107, 136-141, 201-206; anniversaries, 93-94, 155-158, 206-207; considered mergers with University of Pittsburgh, 119-120, 160; preparatory school separated from, 126; considered relocation, 151-154; contributions to 1917-18 war effort, 152-153; considered merger with Beaver College, 159; six-day class schedule initiated, 164; recognition on approved lists, 171, 182-183; participation in Pennsylvania Study of Higher Education, 182; student movement to change name, 185-186; program for training defense workers, 204-205; Civil Defense, 205; forum on Women and the War, 205-206; accredited by American Chemical Society, 216; serving

CHATHAM COLLEGE: *The First Ninety Years*

- community 232-234; national reputation, 234-236; purpose 1959, 236
 College Club, 201
 College Club of Pittsburgh, 125
 Collins, Earl B., 197
 Colloquium Club, 108
 Commencement in early years, 60-61, 90-91
 Cook, Phyllis L., *see* Martin, Mrs. Albert, Jr.
 Coolidge, Cora Helen, background, second dean of the college, 125; founder of Pittsburgh College Club, 125; as teacher, 128; quoted, 135, 145, 150, 170, 185-186; as hostess, 136; acting president, 144-145; chapel and vesper talks, 150; founder of Pittsburgh Collegiate Vocational Bureau, 149; resignation, 149-150; honorary degrees, 150; address on fiftieth anniversary, 157; terms on which she accepted acting-presidency, 161; became president of the college, 168; leadership in endowment campaign, 170; faculty appreciation of, 171; alumnae resolved to honor her with building, 173-174; death, 186; student appreciation of, 186
 Cooper, Pauline, 72
 Cora Helen Coolidge Hall of Humanities, 229
 Cornelius, Kamala, 169
 Craig, Anna Belle, 132
 Craven, Clara, 72
 Crosswell, Lulu, 73
 Curriculum, aims of education stated, 16-17, 31-32, 83, 164-165, 198-201, 210-216; courses offered first year, 32-34; arranged in two divisions of three years each, 33; reorganized into four-year program 1872, 51; post-graduate course offered, 51; revision of 1895, 99-100; revision in 1901 to permit electives, 113-114; social service introduced, 132, 133; faculty curriculum committee, 164-165, 198-199, 210-212; reorganization in 1921 into group system, 165; certificates in social service discontinued, 178; student curriculum committee, 198-199, 211, 223; reorganization in 1936 into lower and upper divisions, 199; liberal arts major introduced, 199; practical courses introduced, 200-201; construction in 1946 of new curriculum 211-216; basic courses, 212-215; individualized features of new program, 212, 213, 215; tutorial introduced, 214; program of practical politics, 218
- ### D
- Dale, G. Walter, 54
 Damrosch, Walter, 106
 Davis, Annie K., 107
 Davis, Arthur L., iii, 225
 Davis, Mrs. Arthur V. (Florence I. Holmes), 59, 112
 Dean, office established, 116
 Dearborn, Mrs. Richard C. (Eleanor Bartberger), iv
 Decker, Mrs. Omar (Agnes Pitcairn), 59
 Degrees, college empowered to grant degrees in liberal arts and sciences, 18; Bachelor of Arts, 49; Mistress of Philosophy, 49; Pennsylvania Act of 1895, 97-98; Bachelor of Literature, 99; decision to grant only Bachelor of Arts, 113; Bachelor of Science, 200
 Delta Sigma, 139-140
 Demerest, Rose, iii
 Detchen, Lily, 215
 DeVore, R. Jennie, fourth president of college, background, 92; relations with alumnae, 104, 108, 109, 112; address on twenty-fifth anniversary, 94, 97; spirit of new era woman, 97; ambition for college, 97, 98-99, 230; address to Presbyterian Ministerial Association, 97; founder and first president of Colloquium Club, 97; views on preparatory department, 98; quoted, 98-99, 109, 111; relations with trustees, 104, 109-112; chapel services, 107; resignation, 111-112; tribute of Mrs. Charles St. George, 112
 Dickinson, Anna, address advocating collegiate education for women, 10-11, 16
 Dilworth, George, 14, 103, 191
 Dilworth, Joseph, 14, 16, 19; member of first Board of Trustees, 30, 80, 84, 229; *see also* Dilworth Hall (I and II)
 Dilworth, Lawrence, trustee, 80, 85, 154

Index

- Dilworth Hall (I), 86, 87; demolition of, 225, 228
- Dilworth Hall (II), new dormitory 1959, 58, 226, 229
- Dilworth Hall (III), preparatory school 1907-16, 126-127
- Dossman, Mlle L. Georgette, 101
- Doutt, Margaret T. (Mrs. Kenneth), 197
- Doxsee, Carll W., v, 163, 180; tribute in memory of Dr. Montgomery, 195
- Drais, Sarah, 136
- Drama and Speech, department of, first called department of expression, 130; aims, 131; courses offered 1907, 131; reorganized, 180; verse-speaking choir organized, 180
- Dramatics, theatrical productions sometimes questioned, 77; Dramatic Club, 78, 115, 131, 137; students attend theater in city, 105; play production, 115, 137; claim to be first in Pittsburgh to produce plays out-of-doors, 115; pageants, 148, 151, 156-157, 224; Arts Course productions, 224-225; production of *Faust*, 224-225
- Draper, Inez Estel, 102
- Duckwall, Elizabeth Jane, 198
- Dysart, Laberta, i, ii; Acknowledgements, iii-v
- E
- East Liberty, first settlers, 13-14
- East Liberty Presbyterian Church, 13-14
- Eastern College Science Conference, 13-14
- Eastman, Elizabeth, first dean of college, 116
- Economics, department of, 178, 195; *see also* Sociology and Economics, department of
- Edsall, Dorothy, 182
- Education, department of, 128, 178
- Edwards, Mrs. Ogden M., Jr., trustee, 154, 168
- Edwards, Richard D., trustee, 232
- Eggers, Rebekah J., 114
- Elliot, Mabel A., 220
- Ely, Edith G., 129, 144
- English, Dorothy, iii
- English, department of, 33, 51, 68, 99, 129, 163, 176-177
- Enrollment, first year, 26-27; average 1878-94, 65; 1914-15, 145; 1919-20, 155-156; 1926-27, 173; 1927-45, 191-192; limit set in 1947, 227
- Errett, Helen, 181, 198
- Errett, Jane, 163
- Evans, Anna L., 177
- Evans, Blanche (Mrs. George P. Rust), iv, 75
- Evanson, Mildred (Mrs. Jacob A.), 225
- Ewing, Susan Marshall, quoted, 96
- Examinations, oral before trustees, 39, 52-53, 54; for admission, 221
- Expression, department of, *see* Drama and Speech, department of
- F
- Faculty, 28-29, 53-56, 65-69, 101-102, 113, 128-132, 134, 162-163, 176-181, 195-198; salaries lowered 1877, 45; plays, 131; organization of, 164; Faculty-Student Council, 165, 202, 222; in endowment campaign of 1924, 169; in building campaign of 1928, 174; salary cuts, 192; Teachers Insurance and Annuity Association plan, 192; ratio of faculty to students, 216; Given Professorship, 221; Buhl endowment for humanities, 221; Mary Helen Marks Professorship, 221; housing, 226; complete listing of full-time members, Appendix III
- Faculty Club, 201
- Fairbanks, Mrs. Frank B. (Helen G. Horix), alumna trustee, 232
- Family Living, program of, 201, 215
- Female seminaries, evolution of, 6-7; Troy, 7; Edgeworth, 7; Washington, 8; in Pittsburgh, 8-9
- Ferguson, Phyllis Marschall (Mrs. Robert D.), 224, 225
- Fickes Hall, 194, 226
- Finances, money needed to establish college, 17; appeal to Presbyterians in Pittsburgh area, 17-18, 22; student fees first year, 22; problems of 1871-78 related to those of nation, 42-43; canvass for subscriptions 1874-75, 43-44; report of 1875, 44; difficulties of 1878, 45, 63-64; economies of 1878, 63-64; improvement recorded, 64; floating debt paid, 64, 85; canvass for subscriptions 1886, 85; involved in building Dilworth Hall (I), 87;

CHATHAM COLLEGE: *The First Ninety Years*

- fund-raising efforts of Miss Pelle-treau, 87; needs listed 1895-96, 98; indebtedness 1902, 115; canvass for subscriptions 1904-06, 117-118; problems 1912, 143; deficits 1917-20, 153; campaign planned in 1919, 153, 155; campaign for endowment and buildings, 1924, 168-171; building program 1928, 172-176; grant of Buhl Foundation for science building, 174; subscription to building fund, 1931, 176; trustees borrow from alumnae fund, 176; faculty salaries cut during depression, 192; scholarship fund to retain students during depression, 192; Teachers Insurance and Annuity plan available to faculty, 192; campaign for buildings and endowment 1940, 193; endowments for professorships, 221; anonymous gifts for chapel and physical education buildings, 227-228; Buhl Foundation grant for hall of humanities, 229; Falk Foundation grant for hall of social studies, 229; A. W. Mellon Educational and Charitable Trust gifts 1946, 1950, and 1955, 230-231; total endowment June 1957, 231
- Finley, J. B., trustee, 117, 154
- Firth, Barbara, 217
- Fisher, Samuel J., 64, 65
- Fitzgibbon, Eleanor, 169; *see also* St. George, Mrs. Charles
- Florence Isabel Holmes Davis Library Fund, 59
- Flynn, Eleanor J., 179
- Foerster, Adolph, 73
- Foltin, Edgar, 218
- Frazer, John G., Jr., trustee, assistant secretary of Board of Trustees, 231
- Fredericks, Sara, 76, 79, 149
- French, department of, 53, 68, 99, 129, 163, 177, 196-197
- Frew, William, member of first Board of Trustees, 30-31, 45, 64, 84
- Frew, William N., trustee, 84, 154
- Frew, Mrs. William N., trustee, 154, 191
- Frick, Henry C., 121
- Fugh, Ruth, 184
- Fulbright professorships, 220
- G
- Gaines, Francis Pendleton, 206, 207
- Galt, Caroline M., 101
- Garner, James B., 163
- Gateway House, 226
- German, department of, 33, 53, 68, 99, 129, 196, production of *Faust* commemorating bicentennial of Goethe's birth, 224-225
- Gibbons, Carrie, 28-29
- Gifford, Marion E., 156
- Gilbreth, Lillian M., 206
- Gill, S. E., trustee, 117
- Gillespie, J., member of first Board of Trustees, 33, 53
- Gillespie, Mabel, trustee, 231; honorary degree from the college, 231
- Gittings, Clara and Maude, iv
- Gittings, Joseph H., iv, 65, 71-74; and students, 72-74; and Pittsburgh, 71, 72-74; quoted, 71-72; resignation, 131
- Given Professorship, established, 221
- Goldovsky, Boris, 233
- Goodell, Alice M., 180-181
- Graham, Martha, 234
- Gray, James C., trustee, 117, 154; quoted, 142
- Gray, Jessie C., 114
- Graziani, Elise, 132
- Greb, Fraulein Mathilde, 53
- Green, Laura C., 129
- Green, Lilla A., 140
- Gregg House, 209-210
- Griggs, Marion, 196
- Guilmant, Alexandre, 73
- Gunderman, Hanna, 200
- Gymnasium, classes of early years held on third floor Berry, 42, 85; gymnasium building, 87-88; demolition of old gymnasium, 228; *see also* Physical Education Building
- H
- Halifax, Lady, 206
- Hall, Stanley, 106
- Hamilton, Thomas H., 214, 222
- Hanna, Sarah Foster (Mrs. Thomas), *see* Female seminaries, Washington
- Hannah, A. Douglas, trustee, 231
- Hansen, Mrs. Alice E., 196
- Harbison, Ralph W., trustee, 155; vice-chairman of Board of Trustees, 231
- Harlan, Mrs. James D. (Nora Lewis), alumna trustee, 232

Index

Harris, Johana (Mrs. Roy), 221, 233
 Harris, Mrs. Olive O., 178
 Harris, Roy, 221, 233; director of Pittsburgh International Festival of Contemporary Music, 233
 Hartman, Lois P., 181
 Health program, first planned by Dr. King, 34, 35-36, 181
 Heinz, Mrs. Clifford S., trustee, 231
 Held, Lillie B., 197-198
 Henderson, S. M., 52
 Henrici, Ruth, 90
 Hershey, Mrs. Sarah, *see* Brannan-Hershey, Mrs. Sarah
 Hilliard, Thomas J., Jr., trustee, 232
 Hillman, Richard McL., trustee, 231
 History, department of, 33, 67-68, 99, 128-129, 177-178, 213
 History and Philosophy of Science, 213
 Hodge, Edwin, Jr., trustee, 231
 Holcomb, Violet, 130, 163
 Holland, William Jacob, trustee, 63, 65-66, 124; quoted, 93
 Holmes, R. S., trustee, 91; quoted, 93-94
 Homer, Louise (Mrs. Sidney), 84, 170
 Honor system, 165-166, 223
 Honors, at graduation, 182, 200; freshman, 182; sophomore, 182
 Honors work, 199-200
 Hood and Tassel, 203
 Householder, Mary, 75, 120, 136-137
 Housekeeper, duties outlined, 116
 Human Development and Behavior, course in, 213

I

Ingham, Charles, 229
 International Relations Club, 183, 203-204, 218

J

James Laughlin Memorial Library, 175, 225
 Jameson, Margaret Storm, 218
 Jamison, Nettie (Mrs. William H. Vincent), iv, 58-59, 60
 Jewell, Mary, 181
 Jewett, Emma, 102
 Jobson, Marion, 173, 176, 234
 Johnstin, Ruth Francis, 114
 Jones, Genevieve, 180

K

Keefe, William J., 218
 Keister, Mrs. Albert S. F. (Ethel M. Williams), alumna trustee, 232
 Kerst, Vanda E., 130-131; co-author and director of pageants, 148, 151, 155, 156; organizer of verse-speaking choir, 180; director of choral-speaking colony, 180
 Kiefer, L. J., 174
 Kinder, James S., 178
 King, James, physician of the college, member of first Board of Trustees, 30, 84; lectures on health and hygiene, 34, 64; address at laying of cornerstone for first extension to Berry, 38
 Kirk, Mrs. David, 108
 Knapp, Ella A., 113
 Knapp, Marion, 132
 Koelker, Ida Stark, 132
 Koerner, Henry, 219

L

Lamon, Helen, 56
 LaNeuveille, Mme de, 163
 Latin and Greek, department of, 33, 51, 66-67, 99, 129, 177; decline in elections of, 196; revival of interest in Latin, 196
 Laughlin, Anne Irwin, 175
 Laughlin, Elizabeth, Henrietta, and Mary, 175
 Laughlin, George M., 81
 Laughlin, H. Hughart, trustee, 155
 Laughlin, James, 18, 19, 43, 44, 84, 155; first president of Board of Trustees, background, 29-30; *see* James Laughlin Memorial Library
 Laughlin, James, Jr., trustee, 84, 155
 Laura Falk Hall of Social Studies, 228, 229
 Lawson, George B., 162
 Le Clair, Charles, 220
 Lectures and recitals, 34-35, 72-74, 78, 105-106, 137, 232-234
 Lee, Sidney, 115
 Le Moyne, Madeleine, 28-29
 Lenroot, Katharine, 205-206
 Lewis, Charles F., trustee, v, 173, 229; honorary degree from college, 231
 Lewis, Mary D., 139
 Li, Victoria, 218

CHATHAM COLLEGE: *The First Ninety Years*

- Library, on first floor of Berry, 26;
Florence Holmes Davis Fund, 59;
Taylor Collection, 59; gifts and appropriations for, 69-70; larger and better quarters, 103; collection increased, 104; James Laughlin Memorial Library, 175, 228
- Liem, Channing, 217
- Lindsay, Henry Drennan, trustee and seventh president of college, 117; background, 123-125; quoted, 124, 127-128, 143; educational ideals, 127-128; teaching load, 128; financial statement, 142; plans for college, 143; death, 144; tributes to memory, 144
- Lindsay, Mary Drennan, 129
- Lloyd, David McK., trustee, 138, 154
- Lockhart, Charles, 31; trustee, 84, 191
- Lockhart, George Dilworth, trustee, v, 191; vice-chairman of Board of Trustees, 231
- Lockhart, J. H., 120
- Lockhart, Mrs. J. H., trustee, 154
- Lockhart, Janet, 79; *see also* McCune, Mrs. John R.
- Lodge, the, 228
- Logan, Alice Lyon, 134
- Louise C. Buhl Hall of Science, 174-175, 216, 228
- Luthringer, Mrs. Marshall S. (Martha Glandon), alumna trustee, member of Board of Trustees, 232
- Lyon, Mary, 37-38
- M
- MacAllister, Mrs. George (Martha A. Brownlee), iv
- MacBain, Hugh D., trustee, 231
- McBurney, Marguerite, 130, 163
- McCallister, Marianne, iv
- McCarty, Harriet, v; quoted, 59; 181-182, 196
- McCay, Westanna, 79; *see also* Pardee, Mrs. John
- McClintock, Oliver, trustee, 41-42, 109-110, 133, 149, 154; concern for Miss Pike's retirement, 101, 109-110; efforts in canvass of 1905, 120-121
- MacCloskey, James E., Jr., trustee, 173, 193
- MacCloskey, Katherine, 173
- McClurkin, John Knox, trustee, 154, 168
- McCluskey, Mary, iv
- McCollum, James P., 72
- McCormick, Samuel Black, 119
- McCune, Mrs. John R. (Janet Lockhart), trustee, 120-121, 168
- McEwan, William L., trustee, 85, 144, 154, 191
- McJilton, Mrs. Susan R., 43-44, 76
- McKee, Edna G., 115
- McKee, Mary C., 114
- MacKenzie, Mae B., 162, 180
- McKinney, Margaret E., 133
- McKnight, Mrs. Charles (Eliza Wilson), 66
- McKnight, Robert, member of first Board of Trustees, 31, 50, 84
- McMillen, Ruth, iv
- Makins, Sir Roger, 235
- Malik, Charles, 234
- Marks, Mary Helen, v, 149, 167, 190, 192, 201, 214; field secretary, 149; background, 149; registrar, 149, 151; appointed fourth dean of college, 166; acting president, 187; student appreciation of, 187; faculty appreciation of, 187; honorary degree from college, 195; retirement, 221; *see also* Mary Helen Marks Visiting Professorship
- Marks, Sarah Fredericks, iv, 198
- Martin, Chalmers, fifth president of college, background, 112-113; reorganization of curriculum, 113-114
- Martin, Mrs. George Wilmer (Etta Easton), trustee, 155, 168
- Martin, Phyllis (Mrs. Albert, Jr.), 197, 215
- Martin, Samuel, sixth president of college, 225; background, 116; view of future of college, 116-117; efforts in canvass of 1905, 120-121
- Martin, William H., 130
- Mary Acheson Spencer House, 228
- Mary Helen Marks Visiting Professorship, 221
- Mason, Mrs. H. Lee (Martha Lockhart), 121, 173
- Mathematics, department of, 51, 68, 99, 129-130
- Matriculation Day, 165
- Mathews, Mary, 75; *see also* Clark, Mrs. John B.
- Maurice and Laura Falk Foundation, 218, 229; *see also* Laura Falk Hall of Social Studies
- Mayhew, Mr. and Mrs. Charles, 132

Index

- Means, Ellen Goodrich, 102
- Mellon, Andrew W., trustee, 155, 156, 160, 191; honorary chairman of national executive committee of 1924 canvass, 169; *see also* Andrew Mellon Hall and A. W. Mellon Educational and Charitable Trust
- Mellon, E. P. and Smith, W. L., architects, 175
- Mellon, Mr. and Mrs. Paul, 193-194
- Mellor, Mrs. Elizabeth Burt, alumna trustee, 191
- Meloy, Anne, 107-108; *see also* Appendix III
- Meloy, Luella P., iv, 79, 133; background in social service, 134-135; concept of social service, 135
- Miller, Jacob J., trustee, 154, 172
- Miller, Mrs. William S. (Mary Robbins), 57-58; first woman trustee, 58, 96, 154, 155, 168
- Minor Bird, The*, 185
- Model United Nations Security Council, 218
- Modern Society, course in, 213
- Mohr, Minnie, 73
- Montgomery, Anna Dawson, 114
- Montgomery, Edward W., 195
- Moorhead, John, trustee, 44
- Morgan, Fannye, 75, 77
- Moriarity, Edward (Ed), 29, 75-76, 105, 120, 136-137
- Moss, Arnold, 225
- Motto and seal, 37-38, 235
- Moulton, Richard G., 106
- Muir, Ethel Gordon, 113
- Murdoch, Mrs. Alexander (Aimee Beringer), v; trustee, 168, 176; secretary of Board of Trustees, 231
- Murdoch, Lydia, quoted, 67
- Murray Hill entrance, 104
- Music, department of, 33, 54-56, 71-74, 131-132, 137, 180-181, 197-198, 220-221, 232-233; Music Hall built above gymnasium, 103; former Mellon garage converted into Music Center, 194; production of *Orpheus and Eurydice*, 198; adjuncts to: Composers Clinic, 232; Laboratory School of Music, 232-233; Music Day Camp, 233; Opera Workshop, 233; Leadership Training Workshop, 233
- N
- Naito, Yuki, 183
- Negley, Alexander, 13-14
- Negley, Barbara Anna Winebiddle (Mrs. Jacob), 14
- Negley, Georgina G., quoted, 13-14
- Negley, Jacob, 14
- Negley, Sallie M., 68
- Negley, William B., 14
- Neilson, William Allen, 157-158
- Nevin, Mrs. E. H., trustee, 96, 168; scholarship given as memorial to her daughter, 118; letter to the *Leader*, 119
- Nevin, Mrs. John I., 154
- Nevins, Allan, quoted, 45
- Nimick, Francis B., Jr., trustee, 232
- Nursing education, program in, 200-201, 215
- O
- Oesterling, Frederick John, 86
- Office of Evaluation Service, 215
- Olmstead, Frederick Law, 227
- Olver, Mrs. Mary Gould, *see* Female seminaries, Edgeworth
- Organ, Troy, 215
- Organ, the Moller, 227-228
- Owens, Joseph T., trustee, 232
- Owens, Mme Marguerite Mainssonnat (Mrs. E. J.), 196-197
- P
- Pardee, Mrs. John (Westanna McCay), iv; quoted, 149
- Parker, George F., 219
- Parounakian, Vartanouch, 183
- Pelletreau, Helen, quoted, 27-28, 45-47, 63, 79, 81-82, 93; titles held, 45; teaching load, 45; background, 45-47; description of, 46-47; and students, 47, 79; appointed acting president, 61-62; president of faculty, 64; relations with trustees, 64, 80; retirement, 80; educational program, 81; raised funds for building gymnasium, 81; student appraisal of, 82; advocate of service to others, 90; address on twenty-fifth anniversary, 93; memorial service, 148-149
- Pennsylvania Act of 1895, regulating degree granting, 97-98
- Pennsylvania College for Women, *see* College

CHATHAM COLLEGE: *The First Ninety Years*

- Pennsylvania Female College, *see* College
- Pennsylvanian*, yearbook, 139; special recognition, 185
- Phillips, Mrs. John M. (Harriet Duff), v, 155, 228; alumna trustee, 191, 206, 232
- Philosophy, department of, 33, 51
- Philosophy of Life, course in, 213
- Physical Education, department of, 88; *see also* Athletics
- Physical Education building, 228
- Piel, Elizabeth, 197
- Pike, Mary, 65, 66, 66-67, 101
- Pitcairn, Agnes, 59; *see also* Decker, Mrs. Omar
- Pitcairn, Lillie, 59; *see also* Taylor, Mrs. Charles L.
- Pitcairn, Robert, 14, 19
- Pitt, William, *see* Chatham, Earl of; exhibition of arts and letters in honor of, 235
- Pittsburgh Female College, 16, 88; merger with Beaver College, 89; Pittsburgh Female College Association, 89; memorial scholarships, 89
- Pittsburgh International Festival of Contemporary Music, 233
- Pittsburgh Renaissance, 232
- Pittsburgh Survey of 1908, 132-133
- Pittsburgh, University of, 4; *see also* College
- Political Science, department of, 33, 51, 165, 177
- Porter, Mrs. Jennie DeVore, iv
- Preparatory school, 51, 65; Miss DeVore's view of, 98; separation from college and called Dilworth Hall, 126-127
- Presbyterians of Western Pennsylvania, most numerous group, 3; leadership in establishing schools and colleges, 4-5; theological seminaries in Pittsburgh, 5; efforts on behalf of college, 11-12, 15-18; support sought by college, 93-94
- President, first called president of faculty, 41; changing role of, 100; eligible to become trustee, 124; *see also* individual names, as Black, Pelle-treau, DeVore, etc.
- President's house, 142-143; now Lindsay Hall, 225; *see also* Gregg House
- Price, Gwilym A., trustee, 191
- Proctor, Georgia, 181
- Psychology, department of, called mental philosophy in early years, 67; later psychology, 99, 162, 196
- Publications Board, 202
- Putnam, George W., 129, 163
- Pyle, Katherine, iv, 189
- ### R
- Randall, Mrs. George C. (Virginia Ray), alumna trustee, 232
- Randolph, Helen, 129
- Rea, William H., 117, 154, 172, 226
- Reed, Bessie, 73
- Reid, W. J., member of first Board of Trustees, 18; president of Board of Trustees, 84; death, 117
- Reitz, Edna, alumna trustee, 232
- Religious emphasis, college non-denominational, but Christian in point of view, 17, 32; majority of trustees Presbyterian, 17; requirement changed, 124-125; Bible study required, 32, 33, 51, 53, 74, 99, 113; regular devotional service, 35, 74, 106, 150; joined with other colleges in observance of Day of Prayer, 106; YWCA on campus, 106, 139; resident chaplain, 219; Religious Life program, 219-220; Religious Life Committee, 223
- Renshaw, John A., 14, 16; first treasurer of Board of Trustees, 30; death, 85
- Renshaw, Mary, 27, 58, 60; *see also* Chislett, Mrs. Richard
- Richards, Marie, iv
- Richardson, Henry Hobson, buildings in Pittsburgh, 86; influence seen in design of Dilworth Hall, 86
- Ricketson, John H., III, trustee, 191
- Robb, Margaret, 180
- Robbins, Mary, 57-58; *see also* Miller, Mrs. William S.
- Robinson, Alexander C., trustee, 155
- Robinson, Alta A., 177
- Robinson, T. H., trustee, 109
- Root, Florence Kellogg, 129; third dean of college, 150-151; and student honor, 165-166; resignation, 166
- Rust, S. Murray, Jr., trustee, 232
- ### S
- St. George, Mrs. Charles (Eleanor Fitzgibbon), quoted, 112
- St. John, Harold, 221

Index

- Sayers, Catherine, alumna trustee, 232
- Scholarships and special funds for student assistance, Mary B. Robbins Miller Memorial, 58; Helen E. Pelletreau Scholarship, 82; memorials to alumnae of first quarter century, 93; Mary Hawes Nevin Scholarship, 118; grant from Society of Pennsylvania Women in New York, 171
- Scovel, S. F., member of first Board of Trustees, 18, 45; quoted, 54
- Scully, Margaret, 70-71, 74; *see also* Zimmele, Mrs. Harry B.
- Scully, W. O. H., 16
- Searing, Mrs. Charles A. (Elsa Braun), 167-168
- Searles, Helen McGaffey, 101
- Seaver, Kenneth, trustee, 173
- Seaver, Mary, 173
- Seaver, Virginia, 173
- Secretarial Studies, 200, 215
- Sellers, Minnie, 56
- Shadyside community, 13-14
- Shadyside Presbyterian Church, 13-16, 43
- Shamburger, Mary I., 176
- Sherwood, William H., 71-72
- Shields, Dorothy, 195-196, 203
- Shipp, Frederick B., trustee, 167, 172
- Shupp, Hazel Cole (Mrs. Paul M.), 196
- Sivy, Louise, 217
- Skilton, Alice Thomas, 101
- Skinker, Mary Scott, 179
- Slagle, John Stockton, member of first Board of Trustees, 18, 19
- Smith, Mary, 107
- Smith, Lee S., trustee, 117
- Smith, Mrs. William Watson, trustee, 154
- Social service, program of, introduction into curriculum, 132-135; advantages for training in Pittsburgh, 134; program of 1908, 134; certificates in, discontinued 1930, 178; *see also* Sociology, department of
- Society of Pennsylvania Women in New York, 171
- Sociology and Economics, department of, 99, 178, 195-196; *see also* Social service
- Soffel, Sara M., 205
- Sorosis, 104, 139, 165
- Spanish, department of, 163, 196, 197
- Speech, department of, *see* Drama and Speech, department of
- Spencer, Mrs. Charles H. (Mary Acheson), trustee, iv, 96, 152, 154, 155; initiative in bringing Miss Coolidge to college as president, 161; chairman of national executive committee of 1924 canvass, 169; honorary degree from college, 171; estimate of, 227; *see also* Mary Acheson Spencer House
- Spencer, Herbert Lincoln, tenth president of college, 187, 209; background, 190; inaugural address, 190, 191, 198-199; quoted, 190, 198-199, 206-207; on needs of the college, 193; and training of defense workers, 204-206; resignation, 207; appraisal of, 207-208; honorary degree from the college, 207; death of, 190
- Spoken English, department of, *see* Drama and Speech, department of
- Staples, Ruth, 197
- Stephenson, Barbara, 217
- Sterrett, James Patterson, 20; vice-president of first Board of Trustees, 30
- Stevenson, Elizabeth, 172
- Stevenson, Sarah, 184
- Stewart, Margery, 130
- Stillwell, Mrs. Lewis B. (Elizabeth Thurston), iv
- Stockton, Alice, 79
- Stolarevsky, Mihail, 232
- Strausz-Hupé, Robert, 234
- Strong, Thomas C., second president of college, background, 48-49; teaching load, 49; changes in course of study, 49; organization of Alumnae Association, 49; resignation, 49-51
- Stuart, Margaret A., secretary to president, 136, 145; secretary of college, 151, 155
- Students, home areas, 26-27, 57, 235-236; dress, 26, 35, 91-92, 106, 204; campus life, 35-37, 74-78, 107; off-campus interests, 35, 73, 76-78, 104-105; sampling of graduates 1873-78, 58-59; dancing on campus, 61, 77, 91; question of attending opera, 76-77; association with students of Washington and Jefferson College, 78-79; sampling of graduates, 1878-94, 79; Student Association, 89, 90; group assertiveness, 90-92; co-curricular interests, 104-107, 222-225;

CHATHAM COLLEGE: *The First Ninety Years*

- emphasis on service to others, 106-107, 141; discipline relaxed, 107; contributions to endowment fund 1905, 120; no national Greek letter fraternities on campus, 137-138; S.G.A., 140-142, 222-223; protest against war, 152, 203-204; World War I, 152-153; petition for five-day schedule, 164; honor system, 140, 165-166, 223; contribution to endowment fund 1924, 170; international-mindedness, 183-184, 203, 217; movement to change name of college, 185-186; given financial assistance during years of depression, 192; restyle their organizations, 202-203; World War II, 204-206; ratio of faculty to, 216; fortnightly forum on current affairs, 218; Student Leadership Training Program, 223; ratio of resident to day students 1959, 226
- Succop, Mary Louise, 184; *see also* Bell, Mrs. James A.
- Swan, Mrs. George M. (Florence Bickel), alumna trustee, 191
- Swisshelm, Mrs. Jane Gray, 96
- Swisshelm, Mrs. Robert I. (Ruth Hunter), iv
- T
- Taber, Julia Marlowe, 105
- Tamblyn and Brown, 168
- Taylor, Mrs. Charles L. (Lillian Pitcairn), 59
- Taylor, Clifford, 220-221
- Taylor, Eleanor, 176-177
- Thaw, William, 70
- Thomas, Helen, 114
- Trimble, Thomas P., trustee, 173
- Trustees, Board of, v; two-thirds of members Presbyterians, 18; members of first year, 29-31; at helm of college, 49; changes in membership, 83-85, 117, 154-155, 168, 172-173, 191, 231-232; loss of founding trustees by death, 83-85; successors less protective, 85; first women on board, 96; numbers varied, 117, 124, 231-232; president of faculty permitted to be trustee, 124; Presbyterian requirement changed, 124-125; asks Dr. Anderson for plan, 151; committed to financial campaign, 154; plan for relocation abandoned, 161; campaign for endowment and buildings 1924, 168-172; alumnae trustees elected triennially for term of three years, 191; elected annually for term of three years, 232; complete listing of trustees, Appendix II
- Tutorial, 200, 216, 225
- U
- Urey, Harold C., 217
- V
- VanWagener, Elizabeth, 114
- Vigliarolo, Eleanora, 183, 184
- Vincent, Elizabeth Lee, 215-216
- Vosyko, Jarmila, 204
- W
- Wald, Lillian D., 157, 158
- Walker, Effie L., 177-178
- Wallace, Earl K., 174, 179, 216-217
- Wallace, Jennie, 58
- Walters, Mme H., 68
- Ward, Barbara, 234
- Warmcastle, Mrs. Samuel C. (Grace Watson), 57-58, 136-137
- Washington and Jefferson College, 4, 78-79, 128, 150
- Watkins, Kate, 102
- Watson, Grace, 57-58; *see also* Warmcastle, Mrs. Samuel C.
- Way, Agnes Caldwell, 7, 56
- Welker, Helene, 181, 198
- Weller, Juliet, 189
- Wenneker, Jerome, 225
- Werner, Lucille, 198
- Wheat, Kate, 55-56
- Wheeler, Carlton E., 130
- White, Elizabeth B., 129
- Whiting, Amos C., 72
- Whiting, Anna Rachel (Mrs. Phineas), 174, 179, 197
- Whitmer, T. Carl, 131-132, 162, 232
- Whitney, Thomas, 234
- Wichmann, Russell G., 227
- Wightman, Thomas, member of first Board of Trustees, 31
- Wild, Walter, 162
- Willard, Mrs. Emma, 6-7; *see also* Female seminaries, Troy
- Williams, Nancy, 218
- Willson, Mary Grier, 114, 129; *see also* Coleman, Mrs. John
- Wilson, Eliza, 66, 82; *see also* McKnight, Mrs. Charles

Index

- Wilson, Mrs. Meritt (Caroline Brady),
iv
Wilson, Minerva, 137
Wilson, Samuel J., member of first
Board of Trustees, 31, 36-37, 39, 40
Women and the War, forum on, 205-
206
Women's clubs, 95-96
Women's education, early promotion
of, 5-11; *see also* Female seminaries,
Beecher, Catherine, and Dickinson,
Anna
Woodland Hall, 142, 174, 225-226
Woodland Road entrance, 103-104
Woolley, Mary, 157, 158, 184
World Issues, course in, 213
- Y
- Young Women's Christian Association,
139, 183
- Z
- Zimmelle, Mrs. Harry B. (Margaret
Scully), 70-71, 74; quoted, 78

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